

Revised February 1, 1951
Amended June 30, 1952

CONSTITUTION AND BY-LAWS
FOR THE
ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION

Constitution

Article I - Name

The name of the Association shall be the Association for Education by Radio-Television.

Article II - Purpose

The purpose of the Association shall be to extend and improve the educational use of radio and television.

Article III - Membership

Sec. 1. Any qualified person interested in education by radio and/or television shall be eligible for individual membership in the Association.

Sec. 2. Any qualified institution or organization engaged in educational broadcasting shall be eligible for institutional membership in the Association.

Article IV - Regional Divisions

Sec. 1. The territory of the Association shall be divided into eight Regions so as to assure the promotion of the objectives and the expansion of membership of the Association in all parts of its territory, and to provide representation of all Regions in the administration of the Association.

Sec. 2. The eight Regions shall be constituted as follows:

Northeastern

Maine
Vermont
New Hampshire
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsylvania
Delaware

Southeastern

Maryland
Virginia
West Virginia
North Carolina
South Carolina
Kentucky
Tennessee
Georgia
Alabama
Mississippi
Louisiana
Florida
District of Columbia

Great Lakes

Minnesota
Iowa
Missouri
Indiana
Illinois
Michigan
Ohio
Wisconsin

West Central

North Dakota
South Dakota
Nebraska
Kansas
Wyoming
Colorado

Canada

Southwestern

Oklahoma
Texas
New Mexico
Arkansas

Pacific Northwest

Washington
Oregon
Idaho
Montana
Alaska

Pacific Southwest

California
Arizona
Nevada
Utah
Hawaii

Sec. 3. Each Region shall be represented on the Board of Directors as hereinafter constituted, by a regional director who shall be elected by the members of the region in the manner prescribed in the By-laws for the election of national officers.

Article V - Officers

Sec. 1. The officers of the Association for Education by Radio-Television shall be a president, first vice-president, second vice-president, secretary and treasurer.

(a) The president, first vice-president, secretary, and treasurer shall be elected by the membership at large in the manner prescribed in the By-laws. The immediate past president shall serve as second vice-president.

Article VI - Board of Directors

Sec. 1. The Board of Directors shall be comprised of the officers of the Association, of the regional directors, and of four directors-at-large. The directors-at-large shall be elected in the manner prescribed in the By-laws.

Sec. 2. The Board of Directors shall be the governing and policy-making agency of the Association as specified in the By-laws.

Article VII - Executive Committee

Sec. 1. The Executive Committee shall be comprised of the officers of the Association.

Sec. 2. The Executive Committee shall be the administrative agency of the Association as specified in the By-laws.

Article VIII - Annual Meeting

Sec. 1. The Annual Meeting of the Association shall be the annual meeting of its Board of Directors.

Sec. 2. The Annual Meeting shall be held at the time and place designated by the Executive Committee, providing that the date shall not be earlier than April 1 nor later than June 1 in each calendar year.

Article IX - Local Chapters

Sec. 1. Local and regional chapters of AERT members may be formed upon written application to the National Board of Directors. Application shall include copy of the local constitution and a roster of a minimum of 12 active members. Chapters will operate in the manner prescribed in the By-laws.

Article X - Vacancies in Office

Sec. 1. All vacancies in the offices of the Association and in its Board of Directors shall be filled by appointment of the Board of Directors until the next annual election of officers.

Article XI - Amendments

Sec. 1. Proposals for amendments to the Constitution may be made by the Board of Directors, and must be made by the Board of Directors upon initiative petition signed by fifty active members of the Association.

Sec. 2. Proposals for amendments to the Constitution must be circulated among the active members of the Association not less than two months nor more than four months before they are submitted to vote of the membership. Circulation shall be either by mail or by means of publication in the official organ of the Association.

Sec. 3. Voting on amendments on the Constitution shall be by mail ballot. The ballot and a full statement of the proposed amendment shall reach the active members of the Association not less than thirty days before the date set for the vote on the amendment. Distribution of the ballots and the accompanying proposal shall be by mail or by means of publication in the official organ of the Association.

Sec. 4. Actual amendment to the Constitution shall be by an affirmative vote of two-thirds of those active members of the Association voting on the proposal.

BY-LAWS

Article I - Membership

Sec. 1. Active Membership. During the membership year for which his dues are paid, an active member is entitled to the following privileges: (a) to vote for officers of the Association, for members-at-large on the Board of Directors, for the regional director in the region in which he resides, and in referendums; (b) to be elected to any of the offices for which he is entitled to vote; (c) to attend meetings of the Association if he complies with their registration requirements; and (d) to receive each issue of official publications of the Association.

Sec. 2. Life Membership. Life members of the Association are active members whose dues are paid up for life. They are entitled to all of the privileges of active membership.

Sec. 3. Associate Membership. High school and college students, whose individual status is attested by an active member, may become associate members. They shall have all the privileges of active members except the right to vote and to hold office in the Association.

Sec. 4. Institutional Membership. Radio stations, educational institutions, and organizations engaged in educational broadcasting may become institutional members. Each institutional member in good standing may designate one individual who shall have all the privileges of active membership in the Association as its representative.

Sec. 5. Membership Year. The membership year shall be one year from the date of joining the Association.

Sec. 6. Dues. The amount of dues by class of membership is as follows:

Active Member	\$ 5.00 Annually
Associate Member	\$ 3.00 "
Life Member	\$25.00 "
Institutional Member	(a) National Organization \$50.00 - Annually (b) Regional and Local Organization - \$15.00 - Annually

Changes in the amount of dues of any class of membership shall be by a two-thirds affirmative vote of the Board of Directors.

Sec. 7. Local Chapters. Local and regional chapters, upon certification by the National Board of Directors, shall be required to hold a minimum of three meetings a year. They shall collect annual dues and deduct 50 cents per member for their local treasury, before forwarding to the national treasury. They shall deposit with the national secretary a roster of officers and will keep the secretary advised of all changes in personnel.

Sec. 8. Subscription to Publications. College and school libraries, and public libraries, may without becoming members of the Association, subscribe to the official publication of the Association. The subscription price to the current official publication of the Association is \$3.00 annually. Subscription rates may be changed by an affirmative vote of two-thirds of the Board of Directors.

Article II - Duties of Officers

Sec. 1. President. The president shall preside at the meetings of the Association, and at the meetings of its Board of Directors and of its Executive Committee. He shall appoint all committees not otherwise provided for in the By-laws. He shall, in consultation with the Executive Committee, prepare programs for meetings of the Association. He shall call meetings of the Board of Directors or of the Executive Committee whenever he deems it necessary or whenever he is requested to do so by the majority of the membership of either body respectively. He shall perform all other duties usually pertaining to the office of president.

Sec. 2. First Vice-President. The first vice-president shall assume the duties of the president in case of vacancy in the latter's office, or while the president is unable to perform his duties because of absence or illness.

Sec. 3. Second Vice-President. The second vice-president shall assume the duties of the president in case of vacancy in the office of the president and first vice-president, or in the event of the illness or absence of both the president and the first vice-president.

Sec. 4. Secretary. The secretary shall keep a full and accurate record of the proceedings of all meetings of the Association, of its Board of Directors, and of its Executive Committee. Upon notification by the president of a meeting of the Board of Directors or of the Executive Committee, the secretary shall mail notices to all members of the group involved at least fifteen days prior to the date of the meeting. The secretary shall notify the treasurer of actions by the Executive Committee approving the disbursement of funds.

Sec. 5. Treasurer. The treasurer shall receive and hold in safekeeping all moneys paid to the Association. He shall make investments of surplus funds in the treasury of the Association upon direction of, or with the approval of, the Executive Committee. He shall give such bond as may be required by the Executive Committee with the cost of such bond to be at the expense of the Association. The treasurer shall make disbursement of funds of the Association as directed by the Executive Committee. The treasurer shall submit monthly financial reports to the president, to the chairman of the budget committee, and to such other individuals as the Executive Committee shall direct. Each year as soon as possible after the close of the fiscal year on April 30, but in no event later than July 1, the treasurer shall have an audit of the books conducted by an auditor selected or approved by the Executive Committee. Copies of the audit shall be mailed by the treasurer, promptly upon completion, to all members of the Executive Committee.

Sec. 6. Board of Directors. The Constitution provides that the Board of Directors shall be the policy making agency of the Association. Hence it provides, further, that the Board may propose to the members that amendments be made to the Constitution. Changes in the By-laws of the Association shall be at the discretion of the Board as provided later in the By-Laws. The Board shall examine the Constitution and by-laws of local and state organizations seeking recognition as chapters of the Association to determine that they are consistent with the Constitution and By-laws of the Association.

Business may be transacted by the Board by mail, in which event every member of the Board shall be notified by the secretary by registered mail of the proposal at least thirty days before the date designated for the counting of votes of the members of the Board. Responses are to be returned by registered mail to the secretary who shall notify all members of the Executive Committee promptly of the results of the mail vote. Affirmative votes of the majority of those Board members voting shall authorize action except in those instances where a two-thirds vote is especially stipulated in the Constitution or By-laws, in which event the affirmative vote of two-thirds of those members of the Board actually voting shall fulfill the requirements.

In actual meetings of the Board the presence of one-third of the members shall constitute a quorum. The annual meeting of the Board shall be open to all members of the Association.

The Constitution provides that the Board shall be the governing agency of the Association. Therefore, the Board shall determine the amounts of money to be expended by the Association in its various areas of activity.

Sec. 7. Executive Committee. The Constitution establishes the Executive Committee as the administrative agency of the Association. It shall assist the treasurer in preparing a proposed budget for action by the Board of Directors at its annual meeting. The Executive Committee shall authorize the disbursement of funds within the budget approved by the Board. The Executive Committee shall determine the time and place of the annual meeting and shall assist the president in arranging its program. It shall receive and act upon reports of all committees. It shall employ such assistance as it deems justified to carry out the activities of the Association within the budgetary provisions approved by the Board. In no more than four years duration.

A majority of members of the Executive Committee shall constitute a quorum. Business may be transacted by the Executive Committee on the basis of mail votes provided the secretary shall, at the request of the president, or a majority of the Committee, distribute the items for action by registered mail fifteen days before a date designated for counting of votes. Members of the Committee shall return their votes by registered mail to the secretary before the designated date. The secretary shall notify all members of the Committee promptly of the results of mail votes. Action shall be by a majority vote of those members of the Committee voting.

The Executive Committee shall review the ballots received by the Secretary in all mail votes by the Committee and the Board at the first meeting of the Executive Committee after such balloting has been recorded.

Sec. 8. Standing Committees. The president shall appoint a Committee on Nominations, and a Board of Tellers each for terms of one year coincident with the fiscal year. The membership of neither group shall exceed five. The Committee on Nominations shall prepare election slates and distribute ballots as provided later in the By-laws. The Board of Tellers shall count all the ballots in elections or referendums in which the active membership votes and shall report the results immediately upon completion of the objections or referendums.

Article III - Terms of Office

Sec. 1. Officers. Terms of the officers of the Association shall be for two years.

Sec. 2. (a) Board of Directors. Ex-officio members of the Board shall serve terms concurrent with the terms of the office by virtue of which they are members of the Board. (b) Regional Directors shall be elected for terms of two years. (c) Members-at-large in the Board shall be elected for terms of four years. One member shall be elected each year except when additional vacancies occur among the members-at-large.

Sec. 3. Executive Committee. Members of the Executive Committee shall serve terms concurrent with the terms of office by virtue of which they are members of the Committee.

Sec. 4. Dates of Tenure. All new officers, and new members of the Board and of the Executive Committee shall take office on the first day of the fiscal year following their election.

Sec. 5. Limitations of Tenure. No elected officer or member of the Board shall serve for two successive terms in the same office.

Article IV - Annual Election

Sec. 1. Preparation of Ballots. The Committee on Nominations shall prepare a slate of three candidates for each office. These shall be assembled as the official ballot providing space for the writing in of additional candidates by voters, and then duplicated by the secretary of the Association for distribution.

No candidate shall be proposed by the Committee on Nominations for more than one office, nor shall voters either write in any one name for two offices or write in a name already appearing on the slate prepared by the Committee on Nominations.

Sec. 2. Mailing of Ballots. The secretary of the Association shall send the official ballot to all active members of the Association via first class mail not later than March 1. The completed ballots shall be returned to the Board of Tellers postmarked not later than midnight of April 1.

The Secretary shall include in the official ballot an accurate and complete address to which completed ballots are to be mailed for the Board of Tellers.

Sec. 3. Preferential Ballot. Each voter is required to indicate a first, a second, and a third preference among the candidates for each office.

Sec. 4. Invalid Ballots. All ballots received by the Board of Tellers with postmarks later than midnight of April 1 will be invalid.

Any ballot containing a vote for the same name for two different offices will be invalid for both offices in which such votes are cast.

Any ballot not containing a first, a second, and a third choice for each office will be invalid for each office in which such omissions occur.

Any ballot indicating more than one choice for the same candidate for the same office will be invalid for that office.

A statement of these conditions which invalidate ballots shall appear on each ballot.

Sec. 5. Counting of Ballots. The Board of Tellers shall count the first choices cast for the candidates in each office. Those candidates receiving a majority of the first choice votes cast for the respective offices shall be declared elected.

In those offices in which no candidate received a majority of first choice votes, the Board of Tellers shall tabulate the number of first choice votes, the number of second choice votes, and the number of third choice votes cast for each candidate in each contested election. Then the following shall be performed on the preferential votes cast for each candidate: the number of his first choice votes shall be multiplied by two and the sum of these two products shall then be added to the number of his third choice votes. This sum shall be called the weighted vote. The candidate with the highest weighted vote in each office for which no candidate secured a majority of first choice votes shall be declared elected to that office.

Sec. 6. Election of Regional Directors. The right to vote for candidates for regional directors shall be restricted to the active members of the region for which the director is being elected.

The ballot for regional directors shall indicate clearly the composition of the regions involved in each regional election.

Sec. 7. Elections to Fill Vacancies. The Constitution provides that the Board of Directors shall fill all vacancies in the offices and in the Board of the Association until the next annual election. In the event the tenure of positions thus filled extends beyond the next annual election, the Committee on Nominations shall prepare a slate of candidates to fill the unexpired term as a part of the annual election. The incumbent by appointment shall be one of the candidates.

The ballot shall indicate the length of the unexpired term for which the election is being held.

Article V - Revision of By-laws

Sec. 1. Authority to Revise. Revision of By-laws shall be by an affirmative vote of two-thirds of the Board of Directors. Changes in the By-laws may be made either when the Board is assembled or by mail as previously provided in Article II, Sec. 6 on the Board of Directors.

Sec. 2. Proposals for Revision. Proposals for revision of the By-Laws may be made by the Executive Committee to the Board, upon initiative petition signed by fifty active members of the Association, and may be initiated within the Board itself. In any event, the proposals for revision in written form must be in the hands of members of the Board not less than thirty nor more than ninety days before a vote is taken on the proposal.

TO: LAM

FROM: JAR

RE: AERT Constitution

November 2, 1955

It seems to me that the following items in the Constitution and By-Laws would tend to restrict our activities.

1.-Constitution - Art. II, Sec. 2 - States that qualified institution or organization must be "engaged in educational broadcasting" in order to be eligible. I can foresee our approaching institutions which have an interest in E-radio and ETV, but which are not actually "engaged" in it.

2.-By-Laws - Art. I, Sec. 4 - Essentially the same thing is stated again, to wit: "Radio stations, educational institutions, and organizations engaged in educational broadcasting may become institutional members." Can using radio and TV in the classroom, perhaps from films and transcriptions, be construed to mean being "engaged in broadcasting?" And shouldn't we make some provision for outside interests which might have a more passive interest, not actually being engaged in such programming themselves?

3.-By-Laws - Art. I, Sec. 6 - Dues. Active member, \$5 - Associate Member, \$3, Life Member, \$25 - Institutional member, \$50 for national organizations and \$15 for regional and local organizations. By-Laws stipulate in this section that changes in the amount of dues of any class of membership shall be by a two-thirds affirmative vote of the Board of Directors.

4.-By-Laws - Art. I, Sec. 7 - Local chapters. By-Laws specifically state that local chapters will be allowed to retain only fifty cents of the annual dues. As you know, we've got a chapter that's retaining seventy-five cents. Somethin's wrong somewhere!

5.-By-Laws - Art. I, Sec. 8 - Says that subscriptions, without membership, may be made available only to college and school libraries, and public libraries. Also stipulates that annual subscription fee is \$3 annually. At present, we're getting \$4. Again, there's a fly in the ointment. Also says that subscription rates may be changes by an affirmative vote of two-thirds of the Board of Directors.

54 (21)
85
43
4

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Chairman: English Department;
Title, if any: Professor; Manager, WWSV
Full name: RICHARD F. GRADY, S.J.
Earned and honorary degrees: A.B., M.A., Ph.D., L.S.T.,
(no honorary degrees)
Present job title and name of employer: As above
University of Scranton
Scranton, Penna
Home address: As above

Past positions of significance: Dean, Canisius College (interim)
Founder, Dept. of Communication Arts, & of WFSB-TV-FM
Dordham University
Significant memberships and/or honors: ASA, CEA,
ROA, MCA. — holder of Croix de Guerre, Bronze Star,
Médaille de la Reconnaissance, etc.
Major publications:

Editor: Best Sellers — semi-monthly book review

PLEASE MAIL COMPLETED FORM TO: John Adams Bourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

*Please
airmail
to*

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: Director

Full name: Kenneth Harwood

Earned and honorary degrees: A.B., A.M., Ph.D.

Present job title and name of employer: Chairman, Department
of Telecommunications, University of Southern California,
Los Angeles 7, California

Home address: 6518 Hayes Drive, Los Angeles 48, California

Past positions of significance: Head, Department of Radio
and Television, University of Alabama, 1951-1954.

Significant memberships and/or honors: President, National
Society for the Study of Communication; Director,
Association for Professional Broadcasting Education;
Director, Western Radio-Television Conference.

Major publications: "Studies in Listenability," Speech
Monographs, March, 1955; "On a General Theory of
Communication," Audio-Visual Communication Review,
Fall, 1953.

PLEASE MAIL COMPLETED FORM TO: John Adams Rourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

Not here

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: _____

Full name: (Mrs) Evadna Hager Mickler

Earned and honorary degrees: Bachelor of Science
Oregon State College

Present job title and name of employer: Eighth grade & Music
Classroom Room Teacher - Portland Schools
Ockley Green School

Home address: 5932 N.E. 11th Avenue
Portland, 11, Oregon

Past positions of significance: _____

Significant memberships and/or honors: _____

Charter Member of Portland Chapter
of A E R - Vice Pres & Board Member

Major publications: _____

PLEASE MAIL COMPLETED FORM TO: John Adams Bourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

(?)

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: _____

Full name: Katharine E. Matchett

Earned and honorary degrees: B.A. - University of Nebraska
M.A. - Northwestern University

Present job title and name of employer: Coordinator of
Senior High School Radio Programs - Station WBOE.
Cleveland Board of Education.

Home address: 1425 West Clifton Blvd.
Lakewood 7, Ohio

Past positions of significance: Visiting Teacher of Radio in Education,
University of Denver Summer Sessions (3yrs)
Director of Radio Activities, West Technical High School-Cleveland

Significant memberships and/or honors: _____

Major publications: _____

PLEASE MAIL COMPLETED FORM TO: John Adams Rourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

(?)

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: West Central Regional Director

Full name: Clarence E. Flick

Earned and honorary degrees: M.A. Ph.D.

Present job title and name of employer: Director of
Radio and Television, Dept of Speech
Univ of Neb.

Home address: 6001 Cullen Drive
Lincoln, Nebraska

Past positions of significance: _____

Significant memberships and/or honors: _____

Major publications: Auth Playwright - Motion
Pictures (Educational Films)

PLEASE MAIL COMPLETED FORM TO: John Adams Rourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

WBAL-TV

To:

From:

Dear John:

Thanks for the note. Delighted to hear from you again.

Best regards and Merry Christmas.

A handwritten signature in dark ink, appearing to read "Arnold", with a long, sweeping horizontal line extending to the right.

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: _____

Full name: Arnold L. Wilkes

Earned and honorary degrees: B.A. - Hobart College

M.A. - Cornell University

Present job title and name of employer: Director of Public
Affairs and Education

The Hearst Corporation - AM & TV

Home address: 130 West Lafayette Avenue
Baltimore 17, Maryland

Past positions of significance: Instructor, Middlebury College

Dir. of Drama & Education, WGY, Schenectady

TV Dir. WRGB, WSYR - Program Dir. WBAL

Significant memberships and/or honors: Adv. Club of Balto.

Balto. Public Relations Council, Dir. Natl. Board of Mental
Health

Major publications: _____

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vision, 84 Exeter Street, Boston 16, Massachusetts.

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
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December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: Asst Dir, Radio-TV

Full name: Martha A. Gable

Earned and honorary degrees: M. Ed Temple U.
B. Ed Indiana U

Present job title and name of employer: _____

Dir Radio-TV Phila Public Schools

Home address: 2607 Parkway Phila

Past positions of significance: Asst Dir, School - Community
Relations, Phila Public Schools.

Asst Dir - Health & Phys. Ed. Phila Public Schools

Significant memberships and/or honors: _____

NEA, AGSA, NAEF, Sec. Phila Public Relations Assoc.

AWRT, Amer. Public Relations Assoc.

Major publications: Magazine articles on education
radio-TV

PLEASE MAIL COMPLETED FORM TO: John Adams Bourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Director, Bureau of Research in Education by Radio-Television
Assistant Professor of Educational Psychology

Title, if any: The University of Texas

Full name: Gale R. Adkins (AERT Director at Large)

Earned and honorary degrees: _____

B.S. and M. Ed., University of Texas

Present job title and name of employer: _____

Director, Bureau of Research in Education by Radio-Television
Assistant Professor of Educational Psychology

The University of Texas
Austin, Texas

Home address: 1707 Meadowbrook
Austin, Texas

Past positions of significance: _____

Former Director, Southwestern Region, AERT

Former Assistant Professor of Educational Administration, University of Texas

Acting Director of Radio-Television, University of Texas, 1952-55

Significant memberships and/or honors: Member, Radio & Recordings Committee, DAVI;
NAEB-Rockefeller Fellowship in Educational Broadcasting; Member, Radio & Television Committee,
National University Extension Association; Honorary Member, Texas Association of Broadcasters;
Regional Vice-President, Alpha Epsilon Rho, National Radio-TV Honorary Fraternity;
Member, NAEB Research Committee, Professional Advancement Committee, and Associate Member Committee.
NAEB Television Scholarships, Summers, 1953, 1954, 1955.

Major publications:

Aids and Materials for the School Use of Radio, University of Texas, 20 pages

A Handbook for the Radio Workshop, University of Texas, 47 pages

A Guide to Practice and Procedure in University Broadcasting Activities, University of Texas,
60 pages.

PLEASE MAIL COMPLETED FORM TO: John Adams Rourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

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BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: Director at Large

Full name: James F. Macandrew

Earned and honorary degrees: BSS, AM

Present job title and name of employer: Director of Broadcasting,
Board of Education, City of New York

Home address: 110 Wyatt Road, Garden City, New York

Past positions of significance: Director, Region 1 NAEB;
Vice President National Chapter AERT

Significant ^{activity} ~~xxxxxxxxxxxxxxxxxxxx~~: Moderator of CBS-TV
program CAMERA THREE

Major publications: _____

PLEASE MAIL COMPLETED FORM TO: John Adams Bourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

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December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: Consultant, Joint Committee on Educational Television

Full name: Dr. Walter B. Emery

Earned and honorary degrees: B.A., LL.B.,

Ph.D. (all earned)

Present job title and name of employer: Consultant,
Joint Committee on Educational Television

After January 1 it will be Joint Council on Educational
Television

Home address: 4407 Elm St., Chevy Chase,
Maryland

Past positions of significance: Director, Station WNAD,
University of Oklahoma; Professor, Radio + Speech, Universities
of Oklahoma, Wisconsin, Ohio State, Washington University;
Legal Assistant to Chairman, FCC; Director, Temporary Study
Committee on Educational Television for State of New York;
Advisor and consultant to state educational organizations on
significant memberships and/or honors: Education TV

Member of Oklahoma Bar, District of Columbia Bar, U.S. Supreme Court
FCC Bar, National Collegiate Players, Phi Alpha Delta Bar,
and Delta Sigma Rho given Distinguished Service
Award, 1948, University of Oklahoma for contributions to educational
Major publications: Publications include numerous
Directa, A.E.R.T. articles in professional journals in the fields
of law, radio, television and speech.

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vision, 84 Exeter Street, Boston 16, Massachusetts.

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BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: Assistant Professor, University of Wisconsin

Full name: (Miss) Arlene McKellar

Earned and honorary degrees: B.A. & M.A. University of Wisconsin

Present job title and name of employer: _____

Associate Director, Wisconsin School of the Air, Station WHA,

University of Wisconsin (H.B. McCarty, Director)

Home address: 303 Princeton Avenue, Madison 5, Wisconsin

Past positions of significance: Teacher in the public schools of
Monroe, Janesville, and Madison, Wisconsin

Significant memberships and/or honors: _____

Major publications: _____

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December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: Associate Professor of Speech

Full name: Edward Stasheff

Earned and honorary degrees: A.B.#, Columbia; A.M., Columbia

Present job title and name of employer:

Associate Professor of Speech, University of Michigan

Home address: 307 Westwood, Ann Arbor, Michigan

Past positions of significance: # Supervisor of Television,
Board of Education, New York City; Director of Education
and Asst. Program Manager, TV Station WPIX, New York City

Significant memberships and/or honors:

Programs

Shows written and/or produced by me have won four radio
awards and three TV awards

Major publications: The TV Program (with Rudy Bretz); TV

Scripts for Staging and Study (with #####);

Teaching through Radio and TV (with Wm. Levenson);

Your Speech (with Frank Griffith & Catherine Nelson)

PLEASE MAIL COMPLETED FORM TO: John Adams Bourke, National Mem-
bership Chairman, Association for Education by Radio-Tele-
vision, 84 Exeter Street, Boston 16, Massachusetts.

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: President

Full name: Leo A. Martin

Earned and honorary degrees: M.A. and B.A.

Present job title and name of employer: Chairman, Division
of Communication Arts, School of Public Relations
and Communications, Boston University

Home address: 139 University Road
Brookline, Mass.

Past positions of significance: Chairman, Dept. of Radio-TV, University
of Alabama, 1946-51; Instructor of Radio, Northwestern University,
1944-46; Director of Broadcasting, University of Nebraska, 1941-44.

Significant memberships and/or honors: Member of Board of Directors,
Assoc. for Professional Broadcasting Education, 1955-58; member,
Professional Advancement Committee, NAEB.

Major publications: Status of Existing Educational Television
Stations, (Chapter of Book on TV to be published in 1956. Based
on visitation of all ETV Stations during Summer of 1955.
also other periodical publications.

PLEASE MAIL COMPLETED FORM TO: John Adams Rourke, National Mem-
bership Chairman, Association for Education by Radio-Tele-
vision, 84 Exeter Street, Boston 16, Massachusetts.

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President
Boston, Massachusetts

December 9, 1955

BIOGRAPHICAL INFORMATION QUESTIONNAIRE FOR OFFICERS AND DIRECTORS

Title, if any: Radio-Television Education Specialist- U. S. Office of Education

Full name: Mrs. Gertrude G. Broderick

Earned and honorary degrees: B. A.

Present job title and name of employer: _____

Radio-Television Services - U. S. Office of Education

Department of Health, Education and Welfare, Washington, D. C.

Home address: 1830 "R" Street N. W. - Apt. 3

Washington 9, D. C.

Past positions of significance: Assistant to Dean of Administration,

University of Minnesota; Assistant Director of Summer Session,

University of Minnesota; Elementary School Teacher

Significant memberships and/or honors: Association for Education by Radio-TV;

American Women in Radio and Television; Div. of Audio-Visual Instruction, NEA;

NAEB; American Newspaper Women's Club;

Major publications: _____

PLEASE MAIL COMPLETED FORM TO: John Adams Rourke, National Membership Chairman, Association for Education by Radio-Television, 84 Exeter Street, Boston 16, Massachusetts.

Amer Mail Advertising Pri

CO 6-7540

610 Newberry St.

Jordan

Miss ~~Gamer~~

Check tag situation

AERT - utilization + evaluation
|
teachers + general public

Broadcast copy from

J O H N A . R O U R K E
128 E. Court Street
Ithaca, New York
Phone: 3-1308

ANNCT.: _____ STATION: _____

SUBJECT: _____ TIME: _____ WORD COUNT: _____

*copy of radio script
2-25-47 Ithaca
2-25-47 Ithaca
RJR*

Boston

App. Custing + parochial schools
local adult ed groups
Winchester Radio station
Emerson radio station
CBA

B. U.

flyer in the register

Howard Steglerson

Sam Atkinson

Homer Deilmeier

Ted Nelson

Berkowitz

circular to SPRC faculty

addresses of national organizations:

adult educator

library associations

museums

art galleries

visual aids

radio + TV

Education - all levels + specialized

Educational publishers

Walter collect all ed publishers he has

Lists

~~schools~~, colleges, and universities in the U.S.
specialized schools
private, prep., etc.

opinion leaders

Elementary + Secondary Schools

Educational editors

national radio editors

Walter arrange meeting with
Wilder, Rourke, Atkinson,
Stephenson

interviews on 15 ETV stations
/ or all ed radio stations

releases to Rad Daily, Broadcasting,
Variety, Ed Screen, ETV News,
Committee on TV newsletters

national radio editors

ping of Martin + Rowe to Hexter for
AERT Journal - also Boston papers

Worthy section in Journal

Kolony Kwanan Lions

Jewish Theological Seminary
Catholic Youth Organization
National Council of Catholic Men

Board of Missions of Presbyterian
Church

Radio + TV Committee
Lutheran Church

groups participating in
Frontiers of Faith

Woman Church

B'nai B'rith - service org.
Haddassah

Zionist Organization of America

THE MASSACHUSETTS ASSOCIATION FOR BETTER RADIO AND TELEVISION

ANNUAL REPORT 1954-1955

The year 1954-1955 indicates many different trends in the emphasis placed on Television, especially Educational Television, and Radio Programs. Our Association has attempted to keep pace with the advances made and in accordance with our policy, has helped to encourage and to promote the programs enjoyed by our members and friends. How has this been accomplished?

I. PROJECTS

1. A questionnaire was sent to members and others interested asking them to list (a) programs they had enjoyed with their children (b) programs they had enjoyed watching with adults. The tabulated results were sent to our members and to the Broadcasting Stations, the Stations in turn sent us the programs which they classified as "best."
2. A Pilot Study of Television Viewing made by the Massachusetts Department of Education, MAFBRAT, and a group of greater Boston High School Students. This Study was an outgrowth of a previous Study made but with a different approach. The 1952-1953 Study was made in the Boston Public Schools, grades 9-12, also some independent and suburban schools. Questionnaires were prepared and filled out by the students. The 1954-1955 Study was based upon the students' own comments and evaluations. They met several times as a Committee with Mr. Kelsey B. Sweatt and Dr. Frank Hawkes of the State Board of Education and two members of MAFBRAT. The State Board cooperated magnificently in issuing a report on the results of the Study. The reports of both studies had a wide circulation.
3. A Survey of Public Opinion is in process at the present time to ascertain what kind of programs people would like to see on Educational Television. (See sheet enclosed). The answers will be checked in early Fall and the results sent to members and to Broadcasting Stations.

II. MEETINGS

The Executive Board has met once a month and has held two special meetings.

1. In December, we tendered a Reception to Dr. Harry Lyle, Director of the Commonwealth of Massachusetts Board of Educational Television. Dr. Lyle, who had recently come to Boston, told us what he would like to see accomplished on his Program.
2. In January, we held a cooperative meeting with the Boston Branch of the American Association of University Women at which time the Students' Committee participated in a Panel Discussion with Mr. Sweatt and Dr. Hawkes as leaders. It was especially gratifying to have parents of the students in the audience and to enter into the discussion.
3. In April, Mr. Edward G. Sherburne, Jr., recently appointed Director of Programs, WGBH-TV, Educational Channel 2, was our speaker. He gave a very clear presentation of the plans underway for Channel 2. The Programs began May 2. Mr. Sherburne was very ready to answer questions which were uppermost in the minds of many present.

III. MISCELLANEOUS

1. We have continued our cooperation with TV and Radio Stations, with the Citizens' Committee for Educational TV, and with many other groups.
2. We subscribed for the Scholastic Magazine in order to have a clearer understanding of the interests of high school students.
3. A representative from our Board was a delegate to the four UNESCO Workshops held at Boston University. The National Committee on UNESCO requested the University to hold these Workshops. A report of the results will be sent to the National Committee.
4. A course on Television will be given at Emerson College next Fall, we hope many of our members will be interested to confer with Prof. Dudley for further details.
5. Our sincere thanks go to President McKinley of Emerson College for his unusual cooperation in permitting our Association to hold all meetings, executive and general, at the College. This has been a great asset in many ways.

We have received many helpful suggestions from our members as to what they would like to have MAFBRAT do. We are eager to have more. Please send them to our Secretary, Marie L. Paraboschi, 3825 Washington St., Rosindale.

We need more members. The larger the membership, the more we can increase our usefulness to the community. Send in your dues and get others to join us. Try to get at least one new member.

Respectfully submitted by the Executive Board, MAFBRAT

OFFICERS 1955-1956

President Dr. Mabelle B. Blake
Vice-President Mrs. Francis C. Welch
Recording Secretary Miss Marie L. Paraboschi
Treasurer Mr. John M. Lord

Directors

Mrs. Mary Craven
Prof. Charles Dudley
Mrs. Anthony DiCredico
Mr. Norman Meyer
Mr. Kelsey B. Sweatt
Mrs. J. K. Roulston
Mrs. Herbert Wollner
Mr. Roy V. Whisnand

U.S. CITIES WITH RATED METROPOLITAN AREAS - 1950 CENSUS

- 1.-New York, Newark, Jersey City
- 2.-Chicago, Ill.
- 3.-Los Angeles, Cal.
- 4.-Philadelphia, Pa.
- 5.-Detroit, Mich.
- 6.-Boston, Mass.
- 7.-San Francisco, Oakland, Calif.
- 8.-Pittsburgh, Pa.
- 9.-St. Louis, Mo.
- 10.-Cleveland, Ohio
- 11.-Washington, D.C.
- 12.-Baltimore, Md.
- 13.-Minneapolis, St. Paul, Minn.
- 14.-Buffalo, N.Y.
- 15.-Cincinnati, Ohio
- 16.-Milwaukee, Wis.
- 17.-Kansas City, Mo.
- 18.-Houston, Texas
- 19.-Providence, R.I.
- 20.-Seattle, Wash.
- 21.-Portland, Oregon
- 22.-New Orleans, Louisiana
- 23.-Atlanta, Ga.
- 24.-Dallas, Texas
- 25.-Louisville, Ky.
- 26.-Denver, Colo.
- 27.-Birmingham, Ala.

- 28.-San Diego, Calif.
- 29.-Indianapolis, Ind.
- 30.-Youngstown, Ohio
- 31.-Albany, Schenectady, Troy, N.Y.
- 32.-Columbus, Ohio
- 33.-San Antonio, Texas
- 34.-Miami, Florida
- 35.-Rochester, N.Y.

(n.d.)

LISTS TO GET

colleges & universities in the U.S.
specialized schools - parochial, prep, etc.

in school group
membership list

opinion leaders

elementary & secondary schools

education editors - leading newspapers, plus Time, Newsweek, etc.

national radio editors - Crosby, Gould, etc.

educational publications

ADDRESSES OF ANY AND ALL NATIONAL ORGANIZATIONS IN THESE FIELDS:

adult education

library associations - public, university, etc.

museums

art galleries

visual aids

radio & TV

education - all levels & specialties

RELEASES ON MEMBERSHIP DRIVE TO:

Rad. Daily, B-T, Variety, ETV News, monthly newsletter from Comm. On TV, U.S.

Office of Ed., etc.

AERT REGIONAL BREAK-DOWN

Region One - Northeastern

Maine
Vermont
New Hampshire
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsylvania
Delaware

Region Two - Southeastern

Maryland
Virginia
West Virginia
North Carolina
South Carolina
Kentucky
Tennessee
Georgia
Alabama
Mississippi
Louisiana
Florida
District of Columbia

Region Three - Great Lakes

Minnesota
Iowa
Missouri
Indiana
Illinois
Michigan
Ohio
Wisconsin

Region Four - West Central

North Dakota
South Dakota
Nebraska
Kansas
Wyoming
Colorado

Region~~II~~ One Regional Director:

Martha Gable
Assistant Director
School and Community Relations
Board of Education
Philadelphia, Pennsylvania

Region~~II~~ Two Regional Director:

Arnold Wilkes
Director of Public Affairs & Education
Station WBAL
Baltimore, Maryland

Region Three Regional Director:

Katherine Matchett
Station WBOE
Cleveland Public Schools
Cleveland, Ohio

Region Four Regional Director:

Clarence E. Flick
Director, Radio-Television Section
University of Nebraska
Lincoln, Nebraska

Region Five - Pacific Northwest

Washington
Oregon
Idaho
Montana
Alaska

Region Five Regional Director:

Mrs. Evadna Mickler
Public School System
Portland, Oregon

Region Six - Pacific Southwest

California
Arizona
Nevada
Utah
Hawaii

Region Six Regional Director:

Kenneth Harwood, Chairman
Department of Telecommunications
University of Southern California
Los Angeles, California

Region Seven - Southwestern

Oklahoma
Texas
New Mexico
Arkansas

Region Seven Regional Director:

W. Ferron Halvorsen
Director of Radio
Texas Technological College
Lubbock, Texas

Region Eight - Canada

in its entirety

Region Eight Regional Director:

none

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION

Office of the President

Boston, Massachusetts

The Association for Education by Radio-Television is a non-profit, educational organization, incorporated under the laws of the State of Illinois, and dedicated to both the utilization and evaluation of educational radio and television materials, both in the commercial and non-commercial broadcasting industry.

As stated in its constitution, the broad purpose of the Association is to "extend and improve the educational use of radio and television".

AERT's membership is nation-wide, and includes educators on all levels, commercial broadcasters, religious broadcasters, civic leaders, parents and representatives of many leading community groups.

Advantages of membership are many. They include:

- ..The AERT Journal, published in eight monthly editions during the academic year, containing articles on utilization and evaluation of educational radio and TV. Articles are solicited from the membership.
- ..Privilege of attendance at the Association's annual national convention, held each Spring in conjunction with the Ohio State Radio and Television Institute in Columbus, Ohio.
- ..Opportunity of participating in the expanding activities of a national professional association, organized and dedicated as AERT is.
- ..Exchange of ideas, research, methods and materials.
- ..Privilege of voting in AERT elections, participating in committee work, and holding office in the Association.
- ..Opportunity of joining with other AERT members throughout the United States to advance the cause of educational radio and TV.

AERT serves as one of the sponsors of the National Tape Recording Catalog and Re-recording Service, a project set up in cooperation with the Department of Audio-Visual Instruction of the National Education Association.

AERT is one of the organizations which sponsors the Joint Committee on Educational Television. In this way, AERT endorses JCET activities which have to do with trends, statistics, developments across the nation in the establishment of stations, scheduling workshops, engineering, and program developments, and so on in the ETV field.

NATIONAL OFFICERS

LEO A. MARTIN, President; chairman, Division of Communication Arts, Boston University, Boston, Massachusetts.
EDWARD STASHEFF, First Vice-President; professor of speech, University of Michigan, Ann Arbor.
MRS. GERTRUDE G. BRODERICK, Second Vice-President; radio-TV education specialist, U.S. Office of Education, Washington, D.C.
ARLENE McKELLAR, Secretary; associate director, Wisconsin School of the Air, University of Wisconsin, Madison.
REW. RICHARD F. GRADY, S.J., Treasurer; manager, Station WUSV, University of Scranton, Scranton, Pennsylvania.

DIRECTORS AT LARGE

WALTER B. FERRY, consultant, Joint Committee on Educational Television, Washington, D.C.
JAMES F. MacANDREW, director of broadcasting, Board of Education New York, New York.
HASKELL BOYTER, director of radio education, Station WABE, Board of Education, Atlanta, Georgia.

REGIONAL DIRECTORS

MARTHA GABLE, Northeastern; assistant director, School and Community Relations, Philadelphia, Pennsylvania, Board of Education.
ARNOLD WILKES, Southeastern; director of public affairs and education, Station WBAL, Baltimore, Maryland.
CLARENCE E. FLICK, West Central; director, Radio-Television Section, University of Nebraska, Lincoln.
KATHERINE MATCHETT, Great Lakes; Station WBOE, Cleveland Public Schools, Cleveland, Ohio.
GALE R. ADKINS, Southwestern; director, Bureau of Research in Education by Radio-TV, University of Texas, Austin.
MRS. EVADNA MICKLER, Pacific Northwest; teacher, Portland, Oregon, Public Schools.
KENNETH HARWOOD, Pacific Southwest; chairman, Department of Telecommunications, University of Southern California, Los Angeles.

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION

MEMBERSHIP APPLICATION

Please enter the following membership for me in the Association for Education by Radio-Television:

- () Individual Member (includes one-year subscription to The Journal of the AERT)..... 5.00
- () Local Institutional Member (for stations or school departments - includes 3 copies of AERT Journal monthly).... 15.00
- () Individual AERT Journal Subscription (does not include any of the privileges of membership)..... 4.00

PLEASE CHECK: () Remittance Enclosed () Please Bill Me

NAME: _____

STREET ADDRESS: _____

CITY: _____ ZONE: _____ STATE: _____

POSITION: _____

PLEASE MAKE CHECKS PAYABLE TO THE ASSOCIATION FOR EDUCATION BY RADIO-TV.

MAIL COMPLETED APPLICATION FORM TO:

Membership Secretary
Association for Education by Radio-TV
84 Exeter Street
Boston 16, Massachusetts

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION

REPORT OF THE MEMBERSHIP CHAIRMAN

~~CALENDAR~~ YEAR, 1955-56
ACADEMIC

Probably the greatest hurdle in the procuring of new members for AERT is the fact that the organization lacks a permanent office of some type. Because of this, the ^{campaign to} ~~solicitation of~~ new members has only recently gained momentum.

The major problem encountered was the fact that relatively few people seem to know of the existence of AERT. This suggests that a primary consideration is the setting up of an information campaign, designed to put the name of the Association before the general public.

It appears that ^{the} total membership in AERT has decreased. The fact of the matter is that actual paid memberships have increased by approximately thirty-five persons. The apparent discrepancy in the figures ~~MX~~ in the report of the Membership Secretary is easily explained. It was noted last October that the membership rolls included the names of many whose dues were several months in arrears, ~~plus a few whose dues were literally a matter of years in arrears.~~ Efforts have been expended in the last few ~~XXXX~~ months to have these people pay up their back dues. In instances where they did not do so, their names were ultimately dropped from the rolls. Therefore, the figures contained in the report of the Membership Secretary actually reflect an increase of about thirty-five new members, plus the clearing away of many people who were not actively supporting AERT, financially or otherwise.

It is significant that some of the new members represent areas of activity heretofore not represented in the AERT membership. Significant, too, are the requests that have been received for information about AERT, what it is and does. Again, these inquiries have come in from areas of activity not heretofore represented in the membership.

The job of the Membership Chairman is one of public relations, as distinguished from the Membership Secretary who is concerned with the aspects of bookkeeping involved in processing new memberships, making necessary contacts for renewals, and so forth. During the past year, the Membership Chairman has conducted the following public relations activities on behalf of the Association:

1.-Setting up mailing lists of potential members in the following areas:

a.-Heads of departments of schools and colleges offering radio and TV courses.

b.-Other staff members of schools and colleges offering radio and TV courses.

c.-Members of the now defunct National Scholastic Radio and Television Guild.

d.-Members of the Metropolitan School Study Council (Greater New York area, including sections of Connecticut, New Jersey, and ~~the~~ Upper New York State), and particularly the MSSC Television Utilization Committee.

e. Preparation of letter of invitation + advance program for this convention
People on these mailing lists have been contacted either through ~~the~~ and by the regional directors, or directly from Boston by the Membership Chairman.

2.-The establishment of the AERT Membership Newsletter, published with irregular frequency, containing clues, comments and suggestions for the benefit of regional directors who were charged by the President with responsibility for gaining new members in their respective areas. ~~of concern~~, - mailed to all reg. direct, any others who expressed interest

3.-Handling of all requests for information about the Association which were received at the Office of the President in Boston.

4.-Processing of material which was handed out at the national meeting of DAVI in Detroit in March. This material included one large poster, 100 sample copies of the Journal, 170 copies of a duplicated flyer which presented the objectives of AERT and the advantages of membership.

5.-Setting up of a mailing list containing contacts at major national publications which are likely to carry stories about AERT activities.

Time, Newsweek, radio-TV trade, etc.

subject of letter membership plan

F. names called from ETV + Radio publishers

6.-Processing the membership materials to be used at this meeting, plus the processing of the programs for AERT Day, 1956.

7.-Advising the President of suggested changes in the constitution and by-laws of AERT, which changes might ~~XXXXXXXXXXXX~~ materially simplify the membership solicitation process.

8.-Handling such other routine matters of information and correspondence as properly come under the responsibilities of the Membership Chairman.

Of course time and money both pose problems. It is unfortunate indeed that a sample copy of the Journal cannot be sent to each and every potential member. Certainly the Journal is a major selling point. It is unfortunate, too, that AERT does not have an attractive printed brochure to send to potential ~~NEW~~ members, and therefore must rely upon inferior-looking mimeographed materials. But again time and money are important factors in this type of activity.

Planned activities of the Membership Chairman for the remainder of the current academic year include the following:

- 1.-Processing of materials to be sent and placed on display at the national meeting of the General Federation of Women's Clubs to be held in Kansas City, Missouri ~~NY~~ in May.
- 2.-Running of a press service at the current AERT convention, to include home-town release stories on each member attending the AERT Day activities, plus general summary stories on AERT Day itself.
- 3.-Complete~~K~~ recommendations for further activities, which will be submitted to the President during the summer months.

~~XX~~

In the meantime, these points should be kept in mind. Obtaining new members for an organization such as AERT is one of the purer forms of public relations activity. This implies that positive

results will not necessarily result from each individual activity. Rather it is a combination of approaches that will produce new blood. One letter probably would not do the job. But possibly two letters, one personal contact, and three ^{informal} conversations with people who are already AERT members will. Therefore, it behooves AERT's officers and directors to take appropriate action to insure that the following activities are carried out:

- 1.-Continued direct mailings to every person who might be classed as a potential member.
- 2.-Increased identification of present AERT members with the Association, both in the general press and in restricted-circulation professional publications and so on.
- 3.-Setting up of a smoothly functioning press service to insure that key writers and editors are kept fully informed of all AERT activities.
- 4.-Constant emphasis on "talking up" the Association.

~~XXX~~

The Membership Chairman wishes to go on record with ~~much in the way of~~ thanks and appreciation to AERT members who have given much time and, in some instances, who have utilized personal funds to help the membership campaign. Additional thanks go to a group of students at the Boston University School of Public Relations and Communications who volunteered for many hours of envelope-stuffing and stamp-licking.

Miss Eleanor Elwyn

104 Walnut Pl.

Syracuse, N.Y.

Post. Standard

Herald Journal

Daily Orange

Grad. Student

Going for masters

In M.S. in Radio-TV

MR. LYNN E. GIESE

214 NW 20TH DRIVE
GAINESVILLE FLORIDA

OLIVE Mc HUGH

1868 NO. COVE BLVD.
TOLEDO, OHIO

Oregon, Worthington

Sewanhoe H. S.

Floral Park, New York

Div. of radio WSHS

high school
FM

Newsday (Garden City)

Mr Lewis Freedman

Trade

CBS

WCBS-TV - Producer Camera Three
New York City
Home add: 327 E 50, NY 22,

New York Times

Father Grady 8 yrs.
Dir. of Radio-TV Dept. Scranton, U.
WUSV FM
Treas. of AERT

Times - Edward Gehrity (City Ed.)

Tribune - Arthur North ("")
"Usual cabb"

Mr. Clarence Flick

University of Nebraska
Lincoln, Neb.

Star Journal

Assoc. prof. of speech at Dept.
Dir. ^{2nd} of Radio-TV section Speech
Education - Northwestern and Nebraska

~~Prof. at Univ. of Neb.~~ ^{Prof. at Univ. of Neb.} AERT
Prof. Gale Adkins - Dir. Bur. of Research
Im Ed. By Radio-TV. U. of Texas
Austin, Tex. 10 yrs.

Grad. U. of T. 3 students -

Bob Rogers, Kay Kerbow, Marcia Cooper
Resource panel member in Clinic of Teaching
of Broadcasting at U. of T.

L. L. Lewis (member) Trade
Educational Sales Administrator
R C A
Camden, N. J.

Home Ertton, New Jersey
60 Cornwell

Camden Courier

WORKING - Pub. Service, ~~As~~ Children's program
Miss Delona Chandler

Times, Post Intelligencer, 906 Highland Dr. Trade
Seattle, Wash.

Prof. Duncan Whiteside Box 5 U. of Miss.
Dir. of TV, Film & Radio Dept. University, Miss.
Memphis, Tenn (Commercial Appeal)

Luncheon - Mavros Restaurant - AERT

War Time Officer (a director)
suggested
journalist

A.P. 10 yrs.

Pub. Rel. work

Article - Mags.

Books - 2 historical novels

624

Mary Handley

C.S. Winkler

✓ Mr. Lawrence Cooper - 5944 Scanlan Ave. (Home)

KWK-TV St. Louis - 1215 Cole St.

Trade

Dir. Ed. & Pub Service

Globe-Democrat

Post-Dispatch

✓ ~~Mr.~~ Mrs. Betty West

Trade

Stations WMAQ-WNBQ NBC

Works for
Walker

Chicago

Tribune, Daily News, Sun-Times

Mr. Harry Brawley
Dir. of Pub. Affairs WCIS

Trade

Charleston, W. Va.

Gazette, Daily Mail

Prof. Earl W.
Thomas

Senior prof. of Elec. Eng.
and TV Coordinator

Naval Academy



FROM

John Adams Rourke
AERT Convention Headquarters
Deskler-Hilton Hotel
Columbus, Ohio

Permanent address:

John Adams Rourke
AERT
84 Exeter Street
Boston 16, Massachusetts

en.d3

RELEASE: At Will

FROM: John Adams Bourke
Association for Education by
Radio-Television
84 Exeter Street
Boston 16, Massachusetts

EDUCATIONAL TELEVISION - AN IMPORTANT LABORATORY

Educator-Editor Cites Commercial TV for Important Contribution to ETV

BOSTON, MASS. - "Forward-looking commercial TV station managers have provided important assistance in various parts of the country to enable noncommercial educational TV stations to get started," according to Tracy F. Tyler, editor of the Journal of the Association for Education by Radio-Television. In an editorial in a recent issue of the AERT Journal, Tyler praised the action of the three commercial TV stations in Houston, Texas, each of which has agreed to provide \$10,000 for the 1955-56 budget of KUHT, the University of Houston's ETV station.

Tyler stated, "These contributions to the first noncommercial educational TV station constitute an investment rather than a gift. The experimentation in program production which educational stations carry on may serve to develop techniques and program formats that commercial stations will be eager to make use of. Thus educational stations will be acting as educational consultants - as suppliers to the television industry."

Commenting on Tyler's editorial, AERT national president

(MORE)

(MORE)

2-2-2-2

Leo A. Martin of Boston University stated, "This is a further indication of the desire of commercial TV management to achieve professional status. It is hoped that more results of this nature can be reported in the future."

#

Mr. L. L. LEWIS

60 Cornwell - Elton, Dr. J.

Educational Sales Administrator

RCA

Miss Gloria Chandler

906 Highland Drive

KING

Pub Service + Woman's Programs
Seattle, Wash.

Wiley F. Hance

Assoc. Prof. (Phys)

ABC

Scranton, Pennsylvania

Scranton Tribune
Scranton Tribune Building

Scranton Times
Penn Ave. at Spruce St.

New York, New York

Daily Mirror
235 E. 45th Street (17)

Daily News
220 E. 42nd Street (17)

Post
75 West Street (6)

Times
229 W. 43rd Street (36)

World-Telegram and Sun
125 Barclay Street (15)

Syracuse, N.Y.

Herald-Journal
Corner Franklin St. & Herald Pl.

Post-Standard
Corner Franklin Street & Herald Pl.

Garden City, New York

Newsday
550 Stewart Ave.

Gainesville, Florida

Sun

Toledo, Ohio

Times

Blade

Memphis, Tennessee

Commercial Appeal

Press-Scimitar

Charleston, West Virginia

Gazette
210 E. Hale Street (50)(30)

Mail
1001 Virginia Street (30)

Seattle, Washington

Times
North Fairview Ave. & John Street (11)

Post-Intelligencer
P.O. Box 1909 (11)

Camden, New Jersey

Courier-Post

Saint Louis, Missouri

Globe-Democrat
1133 Franklin Ave. (1)

Post-Dispatch
1111 Olive Street (1)

Chicago, Illinois

Tribune
Tribune Square (11)

Sun-Times
211 W. Wacker Drive (6)

News
400 W. Madison Street (6)

Lincoln, Nebraska

Star

Journal

Austin, Texas

American

Statesman

Baltimore, Maryland

News Post
Pratt and Commerce Street (P.D. 3)

Baltimore, Maryland

Sun
Calvert and Centre Streets(3)

Phil, Pa.

Bulletin
30th and Market Streets(4)

Inquirer
Inquirer Building (3)

News
S.W.Conner 22nd and Arch Sts.(1)

Ann Arbor, Michigan

News

Michigan Daily
U. of Mich.
420 Maynard St.

Los Angeles, Calif.

The Examiner
1111 S. Broadway (54))

Herald and Express
Los Angeles Herald and Express Division of First Hearst Publishing Co.
(54))

The Mirror
145 S. Spring St. (53)

Times
202 W. 1st St. (53)

Southern Calif. Trojan
3518 Univ. Ave. (7)

Texas
P.O. Box 840

Madison, Wisconsin
Capital Times
S. Carroll and W. Doty St.

Wisconsin State Journal

Cardinal
Univ. of Wisconsin

Boston, Mass.
Boston U. News
264 Bay St. Road (15))

American
5 Winthrop Sq. (6)

Globe
242 Washington St. (7)

Herald
80 Mason St. (12)

Post
259 Washington St.

Washington, D.C.

News
1013 13th St. NW (5)

Post Times Herald
1515 L. St. W. (5)

Star
11th St. and Pa. Ave. (4)

Detroit, Michigan
F
Free Press
321 Lafayette Blvd. W. (31)

The News
Lafayette Blvd. and 2nd Aven. (3))

The Times
~~13-E~~ 1370 Cass Avenue (31)

Pitts, Pa.

Sun Telegraph
Telegraph Sq. 30

Press
Box 566 (30)

Post Gazette
110 Grant St.

Pa. St. U.

Daily Collegian
P.O. Box 261

Centre Times
St. College, Pa.

New York, New York

N.Y. Univ. Student Newspaper

FOR RELEASE:

IMMEDIATELY

FROM: John Adams Rourke
AERT Convention Headquarters
Deshler-Hilton Hotel
Columbus, Ohio

Permanent address;
John Adams Rourke
AERT
84 Exeter Street
Boston 16, Massachusetts

Dear Mr. Gerrity,

As you probably already know, Father Grady of Scranton is attending the AERT National Convention in Columbus, Ohio. This afternoon, I attempted to pin him down on material for a publicity release. He said that it wasn't necessary, and that all I had to do was write to you and you would print the "usual gaff" about him. So, I am doing as told and leaving the rest to you. I would appreciate any thing you could do on this matter.

Sincerely yours,

Lawrence M. Finn
Convention publicity.

[n.d.]

Newspaper addresses for publicity releases

Chicago, Illinois

Ann Arbor, Michigan

University of Michigan

Baltimore, Maryland

Scranton, Pennsylvania (Philadelphia)

Los Angeles, California

University of Southern California

Austin, Texas

University of Texas

New York, New York

Madison, Wisconsin

University Wisconsin

Boston, Massachusetts

Boston University

Washington, D.C.

Columbus, Ohio

Detroit, Michigan

University of Detroit

Pittsburgh, Pennsylvania

Pennsylvania State University (Philadelphia & Pittsburgh)

New York, University

Saint Louis, Missouri

Miss Judith Waller, Illinois
Mr. Edward Stasheff, Michigan
Mr. Arnold Wilkes, Maryland
Richard F. Grady, S. J., Pennsylvania
Prof. Kenneth Harwood, California
Prof. Gale Adkins, Texas
Mr. James F. Macandrew, New York
Dr. Walter B. Emery, Maryland
Miss Arlene Mc Keller, Wisconsin
Prof. Leo A. Martin, Massachusetts
Mrs. Gertrude G. Broderick, Washington, D.C.
Dr. Edgar E. Willis, Michigan
Mrs. Evelyn Hall, Ohio
Miss Julia Mary Hanna, Michigan
Sister M. Rosalie, S. C., Pennsylvania
Mr. Edward Stanley, NBC New York
—Mr. Sam Becker, Iowa
Mr. C. R. Carpenter, Pennsylvania
Dean Thomas Clark Pollock, New York NYU
Mr. Thomas A. Weir, Missouri

TO: THE EDITOR
Broadcasting-Telecasting

SUBJECT: Broadcasters attend
AERT Convention.

FOR RELEASE: IMMEDIATELY

FROM: John Adams Rourke
AERT Convention Headquarters
Deshler-Hilton Hotel
Columbus, Ohio

Permanent Address:
John Adams Rourke
AERT
84 Exeter Street
Boston 16, Massachusetts

COLUMBUS, OHIO--Among those present at the annual national convention of the Association for Education by Radio-Television (AERT) at the Deshler-Hilton Hotel in Columbus, were:

Edward Stanley, Manager of Public Service Programs, National Broadcasting Company, New York

Wiley F. Hance, Manager of Public Affairs, American Broadcasting Company, New York

Lawrence Copper, Director of Education and Public Affairs, KWK-TV, Saint Louis, Missouri

Mrs. Betty West, WMAQ-WNBQ, Chicago, Illinois

Harry Brawley, Director of Public Affairs, WCHS, Charleston, West Virginia

Louis Freedman, Producer, "Studio Three", Columbia Broadcasting System-WCBS-TV, New York

Miss Gloria Chandler, Director of Public Service and Children's Programs, KING, Seattle, Washington

L.L. Lewis, Educational Sales Administrator, Camden, New Jersey RCF

FOR RELEASE:

IMMEDIATELY

FROM: John Adams Rourke
AERT Convention Headquarters
Deshler-Hilton Hotel
Columbus, Ohio

Permanent address:

John Adams Rourke
AERT
84 Exeter Street
Boston 16, Massachusetts

AERT CONCLAVE BEGINS

by Larry Finn

COLUMBUS, OHIO--Representatives from forty-six states and thirteen foreign countries and U.S. possessions will convene in Columbus tomorrow (Tuesday) for the annual national meeting of the Association for Education by Radio-Television (AERT), to be held in the Hall of Mirrors of the Deshler-Hilton Hotel.

The keynote speaker of Tuesday's opening session will be Prof. Edgar E. Willis, University of Michigan, who will discuss "Radio Drama's Last Stand." A panel discussion concerning the use of radio drama in the high school will follow. The AERT Day Luncheon, to be held at the Maramor Restaurant, will be highlighted by a talk by Edward Stanley, manager of public service programs for the National Broadcasting Company. Hostess at the luncheon will be Mrs. Gertrude G. Broderick, radio-TV specialist from the U.S. Office of Education in Washington, D.C., and past-president of AERT.

The afternoon session of AERT Day will be concerned with methods of teaching by closed-circuit television. Participants will include Edward Stasheff, from the University of Michigan who is serving as vice-president of AERT; Dean Thomas Clark Pollock, New York University; and Irving Merrill, Director of TV Research at Michigan State University. The afternoon session will conclude with TV demonstrations of direct teaching problems.

#

TO: THE EDITOR

FROM: John Adams Rourke
AERT Convention Headquarters
Deshler-Hilton Hotel
Columbus, Ohio

SUBJECT:

Permanent address:
John Adams Rourke
AERT
84 Exeter Street
Boston 16, Massachusetts

LOCAL CITIZEN ATTENDS

RADIO-TV MEETING

COLUMBUS, OHIO--(name) _____ of
(address) _____,
(position) _____,

is attending the national convention of the Association for
Education by Radio-Television (AERT) in Columbus, Ohio.

_____ is one of the AERT
members from forty-six states and thirteen foreign countries and
U.S. possessions who are participating in the Columbus meeting.
Convention activities include panel and study sessions on the role
of radio drama in education and the development of techniques for
teaching by closed-circuit TV. Edward Stanley, manager of public
service programs for the National Broadcasting Company, will make
the major address at the convention.

AERT is a non-profit organization, national in scope, whose
members are keenly interested in the further exploration of the
utilization and evaluation of educational radio and television
materials, both in the commercial and non-commercial broadcasting
industries.

TO: LAM

FROM: JAR

XX RE: Attached AERT Convening Letter, *Etc.*

February 5, 1956 - At Home

Well ... my bid for literary fame as the composer of this year's convention pitch is attached. I guess maybe it's not very feminine. But then ... as I give it some thought ... maybe it shouldn't be. After all, you're not a very feminine guy.

So, with this thought in mind, I tried to make it somewhat informal, but I went out of my way (at least, I think I did!) to try to avoid making it the gooey sort of thing that Gertrude B. dashed off last year.

My suggestion is to make the mailing a three-page affair. I think the letter will fit on one page if we do it on a typewriter that has small type (this one has big type). That's the top page.

Page two would be a formal program, laid out ~~in~~ much the same way that Stasheff did it.

Page three would be a form to be filled out by the recipient and returned to this office, to indicate:

- 1.-attendance at AERT Day sessions
- 2.-attendance at the Luncheon at the Maramer
- 3.name, address, position, etc.

Question. Do all these people make their own hotel reservations, or should we send them a page listing rates, or what?

If nothing has been done in the past, I suggest it might be wise, ER-wise that is, to at least include another page listing rooms and rates available at the Deshler-Hilton. I don't want to get into the reservation business, and so we could stick a blurb on this proposed page suggesting that contacts be made directly with the hotel. I just think it would be a good way for us to provide the members with a service of sorts ... or, at least, what might appear to be a service.

And so to bed.

jar

P.S. Letter from Stasheff, which you requested be returned to you on Tuesday, is attached. I have made a copy of the program.

P.P.S. I had to do something, in the course of writing the proposed letter, about indicating time ~~at time~~ for these things. We can change all that, as necessary.

IERT
list?

TO: LAM

FROM: JAR

RE: Scheduling business meeting for AERT

February 5, 1956 - at home

How about scheduling things in the following manner in order to squeeze in a business meeting at the AERT conclave?

8:45 - 9:30 a.m. registration, coffee hour and reception

9:30 - 10:15 a.m. business meeting

10:15 - 10:30 a.m. BREAK

10:30 - 12:15 a.m. morning session on radio

12:15 - 12:45 p.m. BREAK - traveling time

12:45 - 2:15 p.m. luncheon at the Maramor

2:15 - 2:45 p.m. BREAK - traveling time

2:45 - 4:15 p.m. afternoon session on closed circuit TV

4:15 - 4:30 p.m. BREAK

4:30 - conclusion newcomers' tea, etc.

This all breaks down as follows:

:45 - registration
:45 - business meeting
:15 - BREAK
1:45 - morning session on radio
:30 - BREAK - traveling time
1:30 - luncheon
:30 - BREAK - traveling time
1:30 - afternoon session
:15 - BREAK
remainder - newcomers' tea

You'll notice that this provides sufficient time for getting to rest rooms and all that sort of thing. It doesn't really shave too much time off of anything in particular. It seems that if either morning or afternoon session is to be shortened much, it should be the p.m. one since that's the one sans speaker.

I immediately see one advantage to having the business meeting on Tuesday morning instead of Monday night. Since we'll have a ditto machine out there ... if any major developments come out of the board meeting, we can then devote some time writing these up and

getting copies duplicated which might well expedite things during the business meeting. This would seem to be the sensible thing to do in the cases of important decisions of the board of directors, important announcements to be made, questions which have to be put to the assembled members of the Association, etc. This, then, is one more advantage to our having that ditto machine out there.

Jar

UNIVERSITY OF MICHIGAN
DEPARTMENT OF SPEECH
ANN ARBOR, MICHIGAN

March 3, 1956

To Leo Martin and Keith Tyler:

Dear Gents:

Forgive the use of carbon copies, but time is of the essence, and my typing seems to get no better and no faster. This, in any event, is just a brief note to tell you about the enclosed tentative program.

Ed Stanley has agreed to be our luncheon speaker, and I'm following past programs in having Leo give the address of welcome at the morning session, with Past President presiding as hostess at the luncheon. I haven't scheduled a formal address for the afternoon session on Closed Circuit TV, but will give about a 5-minute introduction myself, stressing the importance of the FAE experiments for all of us. The omission of a 40-minute speaker is to leave time for excerpts from kinescopes if the PM panelists bring kines, as I am asking them to do. I also suspect there will be quite a bit of questioning from the floor from people who want to know particulars about the closed circuit experiments.

A third carbon has gone to Gertrude, who will write you both directly at the same time that she informs me which of the asterisked participants have come through since she last wrote me. Dorothy Klock isn't sure that she'll be coming out to Columbus, so we have Arlene McKellar standing by to chair the morning panel if need be.

Forgive the haste, the carbons, and the bad typing.

Cheerio

Eddie
EDWARD STASHEFF

LEO:

Gertrude reminded me a month ago to get your approval of the 9:00 A.M. Coffee Hour. It has set the AERT Treasure back between 12 and 15 bucks in the past, but has been quite successful. Will you approve the expenditure this year? If not, please write Keith pronto to take that item out of the program. Sorry it slipped my mind.

TENTATIVE PROGRAM FOR AERT DAY, Tuesday, April 17th

9:00 A.M., Hall of Mirrors

Registration for Luncheon
Coffee Hour and Reception

10:00 A.M. Opening Session - Radio

Presiding: Leo Martin, AERT President

Address: "Radio ~~WXXX~~ Today" - Edgar E. Willis, University of Michigan

Panel Discussion: "Radio Drama Today"

Participants:

- * Dorothy Klock, WNYE, New York City Board of Education, Chmn.
- Ron Dawson, Ann Arbor Schools, Ann Arbor, Michigan
- * Evelyn Hall, West High School, Columbus, Ohio
- * Ola Miller, WFBE, Flint Public Schools, Flint, Michigan
- Julia Mary Hanna, University of Detroit
- * Sister Rosalie, _____ School, Pittsburgh, Pa.

Demonstrations: Creative Radio Drama in Elementary Schools
High School Radio Workshop Techniques

12:15 P.M. Luncheon - Maramor Restaurant, 137 East Broad Street

Hostess: Gertrude G. Broderick, AERT Past President

Speaker: Edward Stanley, Director of Public Service Programs, NBC

2:15 P.M. Hall of Mirrors Afternoon Session - Television

Panel Discussion: "Teaching by Closed Circuit Television"

Participants:

- Edward Stasheff, Vice-President, AERT, Chmn.
- Sam Becker, State University of Iowa
- C. R. Carpenter, The Pennsylvania State University
- * William K. Cumming, Stephens College
- Dean Thomas Clark Pollock, New York University
- Thomas A. Weir, KETC and St. Louis Schools

4:30 P.M. Adjourn to Newcomers' Tea and Reception of the Institute

* Indicates participants who have been invited but have not yet been heard from. Gertrude Broderick may send a correction to this, shortly after you get it, confirming some of those marked *.

April 17 + 2
C. H. B. 10
Dear Leo: Even tho I was almost too ashamed to send out this letter last year, I had the choice of saying nothing or using this messy looking copy. Messy or no, I was gratified to see the number of returns that came back - acceptances on the little "ribbon" at the bottom of the page, or sincere regrets from those who couldnt come but took the time to write and say so. Since Vee will be doing the heaviest billing in March for April (and possibly May dues) plus all the back-sliders, its an excellent chance to reach a lot of our members with just one mailing. You no doubt have thought of something much better but I'm passing this along for what it may be worth.

Gertrude

By the way, do you know my old friend, Reg Coggeshall, who is on the BU faculty? I knew him years back at the U. of Minn.

MAR 30 1955

ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION
Office of the President, c/o U. S. Office of Education

Washington 25, D. C.

Dear Fellow Member of AERT:

STOP! Don't throw this in the wastebasket! It is an important reminder that you should not miss our upcoming meeting on Tuesday, April 12, in Columbus, Ohio. AERT Day was a red-letter day a year ago, and the Program Committee has outdone itself to present an even better program this year. The morning session will be devoted to radio, and the luncheon and afternoon sessions, to television.

But first we foregather at 9 a.m. for an informal get-together over the coffee cups. Here will be your first opportunity to meet up with old friends. Our headquarters for the day will be the HALL OF MIRRORS, in the Deshler-Hilton, so please plan to come early and spend the day.

The formal program opens promptly at 10 o'clock, with an address by Leon Levine, director of radio-television activities at Columbia University. You won't want to miss his penetrating observations of present-day radio, - the changes, the adjustments that have taken place in order to sustain its ever-prominent position in the mass-communications picture.

Wouldn't you like to hear a spirited discussion by a group of experts on just how a radio program for classroom use is developed from the time it is little more than a germ of an idea in the mind of a superintendent or a station manager, until it unfolds into a program to which children will listen? There will be plenty of audience participation too, so come prepared.

AERT will be "Sweet Sixteen" this spring, so our luncheon is to be a gala birthday celebration. By popular demand, we are returning this year to the MARAMOR RESTAURANT, which is just a short walk from the hotel. Here you can expect plenty of good fun, and the best in food. You won't want to miss the opportunity to hear George Fiala's talk on TV Makeup. He is the chap who does those ingenious makeups on the weekly CBS "Masquerade Party". Share in the fun when he presents "AERT's Mystery Character"! Our newly elected officers will be introduced for the first time. If you're a Charter Member, come prepared to take a bow! Price for the luncheon is \$3.00.

When we reconvene in the HALL OF MIRRORS at 2 p.m., our keynote speaker will be Robert T. Herridge, the gifted WCBS-TV producer of "Camera Three". He will be followed by a demonstration by Kathleen N. Lardie, and a group of high school children, on the use of a television program in a literature class.

At 4:30 we adjourn to the Newcomers' Reception. Won't you please fill in the blank below and forward it to me at once so we can know how many to plan for. Please note also that a general membership meeting will be held in the AERT Suite, Thursday, April 14, at 8 a.m. A small charge of 50 cents per person will be made for breakfast of coffee and rolls. Do say you'll come!

Gertrude Broderick, President

I will ☒ will not ☐ be present at the annual AERT Day Sessions on April 12.

I will ☒ will not ☐ attend luncheon; will ☐ will not ☒ attend breakfast.

* if all goes well.

Signed

Edwin Browne - T.C.U.

TO: LAM

FROM: JAR

RE: Suggestions and proposals to straighten out AERT

April 11, 1956

Herewith are my thoughts on AERT, the constitution and by-laws, and so on. Some of these thoughts are actual proposals for action to be taken ... others are random thoughts on what I consider to be trouble areas.

Const. Art. II - Purpose - "to extend and improve the educational use of radio and television." I don't feel that we're necessarily doing that. It seems to me that we're kind of foundering around, not moving in any particular direction. It seems to me that decisions should be made as to where we're supposed to go so we can then start going there.

Art. IV - Regional Divisions. I spoke to you about this. Also dropped a line to Arnold Wilkes to get his thought. He concurs. Suggest we split up the Southeastern region into two regions. As it is, it's just too much territory for one person to handle. Suggest a new dividing line be established just south of Virginia and West Virginia. This would then put the solid south into a region of its own, which I think is as it should be, and would also give us a new middle-Atlantic region.

Art. VI - Board of Directors. As you know, we have a vacancy in the board due to the fact that we only have three directors-at-large. The constitution specifically calls for four directors-at-large.

Art. IX - Local Chapters. I feel very strongly that we should set up the proper machinery so we can encourage the forming of more local chapters. We have discussed this before. More about this below.

By-Laws - Sec. 4 - Institutional Members. We have several institutions which presently appear on the membership rolls with five-dollar individual memberships. This situation should be corrected. An example of this is the Archdiocese of Chicago which has an individual membership (not in the name of anyone in particular) for five bucks. Suggest the Board of Directors adopt action to rectify this situation. Either these organizations should give us another ten bucks, or should request that we change the membership to an individual one in the name of some one person. This is a type of discrepancy for which there is no excuse, and we ought to clean it up.

Sec. 2 - Life Membership - We don't use it, but the provision is there for it. In the event that the question ever comes up, suggest the Board either do away with it, or else substantially increase the fee for it, which is presently \$25. I realize this is not important now, but we should be prepared for the day when the question might come up.

Sec. 3 - Associate members - We ain't got any. Let's either sell some, or else remove the category from the by-laws. Present fee for this is \$3, which we just can't afford.

Sec. 6 - Dues - Let's straighten out this whole dues mess, particularly the deal

with NBC. Once we get a decision on the fee for that, then we can go after the other nets. Suggest the fee be \$100 for these national business organizations (after all, it's deductible from their corporate return), \$50 for national non-profit organizations (like General Federation of Womens Clubs, f'r instance), \$50 for regional business firms (or firms that operate locally, but in several different places at same time, like Westinghouse Broadcasting Co.), \$15 for regional and local non-profit institutions, and \$5.00 for individuals. Now, you spoke of possibly jacking up some of the rates. If such is done, I suggest it be done only with individual memberships. The rest, as given above, is high enough as it is.

Sec. 7 - Local chapters - At present, I don't believe we get much in the way of a report from local chapters. According to the by-laws, they must have a minimum of three meetings a year. Shouldn't they report these meetings to the national organization in a regular manner? After all, it doesn't seem to me that we're in a position to really know what those people are doing ... if anything. Also, as we have discussed, local chapters are only authorized to withhold \$. 50 from the overall membership fee for local needs. We have one chapter that is withholding \$.75. Regardless of whose feelings may be hurt, somebody's gotta give. Just between you and me, I don't see that we're making any money on a membership fee that nets us \$4.25 ... or even possibly \$4.50. Why can't the chapters add their fee on the top of the five bucks, so we get the full amount?

Sec. 8 - Subscription to publications - According to this section, we're not supposed to be selling subscriptions to individuals ... only to "college and school libraries, and public libraries." Yet we have many individuals who subscribe but do not belong. Also, according to the by-laws, the subscription price is three bucks annually, but we're presently charging four. Suggest that the board take necessary action to correct both of these aspects of section eight.

~~XXX~~ Art. II - Duties of officers - Sec. 6. - Board of directors. Small technicality. XX Annual meeting of the board of directors should be open to all the members. We haven't notified the members of the time and place of the meeting of the board, so they couldn't attend if they wanted to. Small point, but nonetheless a situation wherein we're acting contrary to the by-laws.

Art. IV - Annual Election - Well, I don't know. It's beyond me. Somewhere ... somewhere there must be an easier way. It doesn't make much difference now, but let's face it, we're gonna run into this mess a year from now. Suggest a special committee be formed to propose revised election rules prior to election next year. Let's do it the easy way.

Random thought- Let's get this membership stuff straightened out. And let's get the regional directors on the ball. I have a feeling that they all think the job is honorary ... at least some of them apparently do.

jar



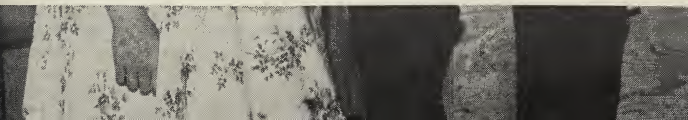
JOURNAL

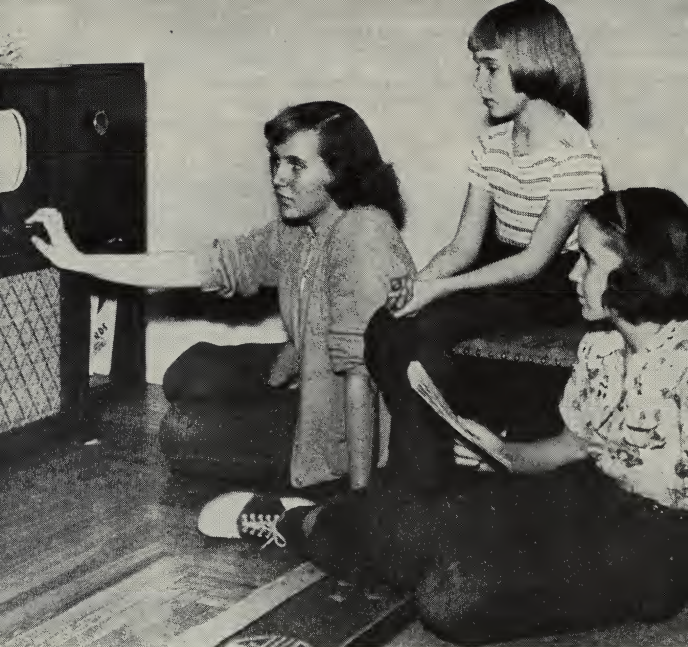
NOVEMBER 1956



How Much Do They View? . . . p. 8

How Much Do They Learn? . . . p. 3





WCET Photo

TUNING IN for Buckskin Bob. *Les Landin* (COVER) plays and sings folk songs, draws, and tells stories for the national educational television series.

THE AERT JOURNAL Vol. 16 No. 2 November 1956

The *AERT JOURNAL*, published monthly except June, July, August and September by the National Association of Educational Broadcasters. *Business and editorial offices*, 14 Gregory Hall, Urbana, Illinois. All business and editorial copy, and all subscriptions, should be sent to 14 Gregory Hall, Urbana. Entered as second-class matter, October 1, 1956, at the post office, Urbana, Illinois, under the act of March 3, 1879. *The National Association of Educational Broadcasters* is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the use of radio and television for education.

What Do They Learn?

Criteria are needed for gauging TV programs

● CHILDREN *must* be learning a great deal from television. Audience reports show that young people watch television for at least as many hours as they spend in school; some, more—of course—and some, less.

Unfortunately, we seem to have been much more concerned with the harm that television may do to children than with the good it can accomplish. We have had the problem of the radio, of motion-pictures, of the comics—in fact, of all outside reading. Underneath it all is actually a philosophy of life — *what do we want for our children?*

I suspect we want our children to grow up as normal human beings, capable of becoming good citizens, responsive to law and order, able to make their own judgments and choices in a land where the majority rules but the minority is never

suppressed, responsible to Almighty God for their actions, and free to carry on that “pursuit of happiness” written into the Declaration of Independence by Thomas Jefferson.

The problem of television programs shrinks into insignificance if we are not vigilant in guarding the upbringing of our children, in so many other respects; you cannot separate the influence of television from that of their schooling, their

By FRANKLIN DUNHAM

*Chief, Radio and Television,
U. S. Office of Education.*

companions, their home life and habits, their reading, their creative ambitions, their listening to radio, their selection of motion pictures, their appreciation of art and music,

their physical, mental and spiritual growth—in short, from their total growth as it applies to your concept of what you would like your child to be.

I cannot resist the temptation here, to assume the role of the teacher who, being a teacher, must set up some standards, some criteria for judgment—or in hopeless

A good program for children . . .

confusion find himself, in a morass of emotional thinking which leads directly to false assumptions and eventual error.

● SO, I OFFER you a few simple criteria, which are the result of a very long, and at times, torturous experience in choosing materials for children, and youth, and grown-ups, too, in American broadcasting:

1. To me, a children's program should first have *permanent value*. By that I mean, it should possess qualities that would make it good Americana; future peoples could take it out of a cornerstone and say, "That was Mid-20th Century!" It provides a base upon which future appreciation could be realized. It possesses even some of the Greek qualities before the Coming of Christ—of the good, the true, and the beautiful.

2. The program should give *good motivation*. It should set up habits of love of family, of neighbor, of all human creatures; of wise

use of time—work-a-day or leisure; of good character.

3. It should give, if possible, a *spiritual lift* — it should make us feel "warm inside" for having seen or heard it. It should make us feel that we have gained something for having viewed it; our courage should be increased, our weaknesses recognized.

The commercial television networks do not consider themselves educational institutions. Their primary purpose is to serve the public interest through news, entertainment, sports, and special events. In this, they are like newspapers. Neither, however, can escape the responsibility to cooperate completely with the educational forces of the nation; and while maintaining circulation, in the one case and audience in the other, they do so to the best of their ability. Educational TV stations have the direct responsibility for education over the air.

No one can gainsay the fact that much education is concealed within entertainment. It would not harm education, either, to use the showmanship which the entertainment world has been forced to mas-

. . . should have a permanent value . . .

ter in order to stay in business, for both require an expert knowledge of human nature.

● I HAVE DIVIDED arbitrarily the youthful viewing public into

four groups, together with some of the choices they might make in their television selections: The little ones (3-8) or the first three grades; the older ones (9-13) or the upper grades and perhaps jr. high; the high school age (14-17), and the college (and jr. college) age 17-21. The little ones can begin with *Ding Dong School*, *Romper Room*,

**. . . should give a
good motivation . . .**

or similar kindergartens, and, of course, the cartoons. Then might come *Mickey Mouse*, *America's Symbol of the World*, *Disneyland*, *Captain Kangaroo*, *Lassie*, *Captain Video*, the *Space Soldiers*, *Hans Christian Anderson*, the *Adventures of Robin Hood*, *Rin Tin Tin*, the Westerns, *Roy Rogers*, *Lone Ranger*, and even *Howdy Doody!* This is what they are offered.

How does our criteria apply to them?

Then, for the older children (9-13):—*Mr. Wizard*, *Zoo Parade*, *Lassie*, *Mama*, *Father Knows Best*, *Lets' take a Trip!* *Captain Gallant*, *Ramar of the Jungle*, *Rin Tin Tin* (again), *Hopalong Cassidy*, *Hans Christian Anderson* (again), *Robin Hood*, *Swiss Family Robinson*, and sports like baseball, football, and basketball.

What happens to our criteria here?

Then for high school: *Youth Wants to Know*, *Teen Age Trials*, *Adventure*, *Navy Log*, *Halls of Ivy*,

You Are There! *See It Now!* *Wide, Wide, World*, *College Press Conferences*, *I Search for Adventure*, *Meet the Press*, *Peter Pan*, *Barrie's 'Old Lady Shows Her Medals'*, *Richard III*, *Hamlet*, *Taming of the Shrew*," and much more Shakespeare — Frank Baxter, for example—and, of course, sports, baseball, football, basketball, and boxing.

Now for college youth (17-21): This is practically adult fare. *Adventure*, *You Are There!* *See It Now*, *Wide, Wide World*, *Navy Log*, *Halls of Ivy*, *College Press Conference*, *Meet the Press*, *Face the Nation*, the *Spectaculars* (all of them!), *Producer's Show Case* and many other free dramatic offerings. Add *Frontiers of Faith*, *Lamp Unto My Feet*, *Life Is Worth Living*, and *Look Up and Live*, and the quiz shows like "*What's My Line?* *I've Got a Secret*," and, I suppose, the give-aways like "*The Big Surprise*," or *The \$64,000 Question*.

Would our criteria apply? I can't make these decisions for anyone. I don't suppose you can either; but both of us can establish levels of fact and discrimination that sort

**. . . should give a
spiritual lift.**

out the best from the less worthy, and the less worthy from the tawdry or mediocre. I don't think you can deal with the problem from the standpoint of television alone. I never knew an artist who did not recognize the essential values

in good music; I never knew a writer who could not sense values in a good picture. The universal law of variety in unity, as an invisible law of form and design, applies to all; the melodic appeal in a fine sculpture is so great as to have some of us actually call it "frozen music."

● THE SCHOOLS have an obligation to provide this basis for appreciation and for good manners as well as good taste, if the home backs them. After all, we parents are the products of schools, for the most part, past. Were they good enough? Thanks to the faithful, untiring labor of our present

teachers over America, they are inconceivably better than they ever were.

Thanks to our prosperity and the growth of new concepts of an even more democratic social order, they have extended education for and to the great mass of our people. With 5 per cent of children of high school age in high schools in 1900, we now have about 80 per cent. With 5 per cent of our young people in college when I entered Columbia University as a Freshman, we now have almost 20 per cent. This is being reflected in our growth, in our taste, our appreciations. The Greeks had an "ideal" state (at the top), about 20 per cent educated but 80 per cent were slaves. Thank God we have progressed! Now we need the urge to extend it all over the world, as all men are our brothers.

We've only spoken of commercial television. Let's see what educational television is doing. There are now 25 educational TV stations, without commercial necessities but, of course, needful of financial support. They stretch from border to border, from coast to coast. They have already produced stirringly exciting children's programs: *The Finder*, at St. Louis, the *Children's Corner*, at Pittsburgh, *The Friendly Giant* at Madison; *Buckskin Bob* at San Francisco. Their adult programs cover the news (they carried the nominating conventions and will carry the national elections). They have produced programs on the theatre;

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Dr. Franklin Dunham

Better Teachers -- Today's Need

● THOSE OF US who are constantly promoting the wider and more-effective use of radio and television for educational purposes often forget that these two modern media constitute but two of many tools which a superior teacher has at his command today. We may decry the apathy of the thousands of teachers who, regardless of the attempts made to show them the priceless reservoir of effective teaching materials possessed by radio and television, continue to teach as they were taught, no matter how long ago that was. A more careful investigation will frequently reveal that these non-users of radio and television, are also non-users of most of the other modern tools. How many of them make learning easier for their pupils by constructing or securing models or mock-ups to better explain concepts about an object than mere verbalization could possibly achieve? How many use motion pictures, or if they do, use them effectively? How many use photographs, slides, film strips, and so forth? How many, even though they schedule a so-called "field trip," actually work out with their pupils ahead of time, the key ideas to be explored so that each pupil will respond both physically and mental-

ly to the new situation?

Only a few modern teaching devices have been mentioned, but the problem should be clear: Good teaching requires intelligence, imagination, determination, and a love of both children and the subjects being taught. Many teachers possess all of these attributes in generous measure. Unfortunately, the majority do not. But the situation is not hopeless. The schools have better teachers today than ever before. And, as time goes on, their number will increase.

The solution to extending the use of educational radio and television lies in better selection of those individuals permitted to enter teacher training institutions, better preparation of those selected, a requirement for further study in modern teaching tools by teachers now in service, and a continued promotion, through effective demonstration, of the ways in which educational radio and television programs can make the teacher's efforts more productive.

Only when all of us work to this end, will every boy and girl in American schools be served as well educationally by radio and television as he is now being entertained by these same media. -TRACY F. TYLER, *Editor.*

Must textbooks compete . . .

EDUCATIONAL TV

● BECAUSE of the phenomenal growth in the number of both transmitters and receivers, it is important for all educators to assess the influence of television upon education. The promising potentialities offered by the medium of television for educational endeavor have been recognized by the more far-sighted educators, along with some of the dangers that accompany the embryonic growth of any new instrument that may be used to influence the lives of people. Despite the fact that televising has increased tremendously in the past five or six years, many schools seem to be more concerned with the sociological impact of TV than with the excellent use that can be made of the medium for instructional purposes.

Even though schools in general have not, as yet, found it practical or possible to equip the various classrooms with TV receivers, some guidance should be given to those students who have the opportunity to see television programs in their homes. With the personal profit obtained from this source of information and entertainment, some

of these gains can be transmitted to the group through classroom discussions.

We shall need the perspective of time to determine with any degree of accuracy, the impact of television upon the lives of people, and especially upon education. Meanwhile it will be necessary for those who are interested in education by television to seek partial answers through surveys and interviews, and to test by experimental programming the ways in which this new medium may be used constructively for educational purposes. There-

By TOM C. BATTIN

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at Ann Arbor.*

fore, the objective of this article is to offer an example of research with the hope of stimulating further research of this nature.

● THE MUSHROOMING development of the television industry

NEEDS RESEARCH

... with the cathode tube?

and the eager reception of telecasts in American homes have brought with them a number of problems, for both the family and the school. Neither educators nor laymen agree on whether television is a blessing or a curse. Some writers in both educational and popular magazines commend the virtues and potentialities of television for education; others present only negative views, damning its shortcomings and limitations. Many educators feel that there exists what might be called competition between the textbook and the cathode tube. They contend that the presence of a continuous show in the living room is a disturbing factor in the routine that existed before the arrival of the television receiver, and that an ever increasing number of children come to school with nodding heads and slovenly prepared homework. Briefly, they insist that children are acquiring what might be called a sort of "television conjunctivitis."

To test the truth of these assertions, a number of surveys have been conducted under college and university sponsorship, but the

small size and limited scope of these surveys have prevented a satisfactory answer to the question, "What is the impact of television on children?" Yet broad generalizations continue to appear in print without adequate knowledge to justify them. To fill this gap, the author determined to conduct a comprehensive survey of a large group of children which would establish the nature of their television viewing habits and give some indication of the significance of this new medium in their lives.

In preliminary discussion, parents of children who view television programs regularly, offered widely divergent voluntary responses concerning the influence of television on their children. Some parents required their children to adhere to rules on viewing time; they must eat regularly and go to bed at the usual time. Others declared that they were unable to get their children to bed or to meals without a disturbance. When the child was called away from televiewing, he became emotionally upset. Still others indicated that they encourag-



DR. TOM BATTIN, with the help of a student assistant, plans a series of programs for the March of Dimes as a special public service.

ed outdoor play an activity as long as the weather permitted. The views of parents proved as diverse as those of authors of articles on television.

● THEREFORE the purpose of this study was to analyze the tele-viewing habits and preferences, and the reactions to programs televiewed, by children in grades one through twelve in all the public and parochial schools in Ann Arbor, Michigan; to determine the role of television in the lives of these children, to study its impact, if any, on informal and formal education; and to suggest ways in which this new medium may be used constructively in education.

In the few studies that have been made of the effect of television on children, no attention has been given to length of set ownership. No distinction has been made between

Do children view for countless hours?

new set owners and those who have had them for six months or longer. In the final analysis, the practical problem for educators is what TV ownership will do to children after they have had their receivers long enough to develop lasting habits. Preliminary interviews with several hundred pupils in grades three through twelve revealed that after six or seven months of TV receiver ownership, they began to reduce their televiewing time approximately 50 per cent and to establish de-

finite patterns of televiewing. The investigator therefore decided to use as subjects only those children who had had receivers for six months or longer.

Since television began there have been arguments as to the number of hours children spend in front of their television sets. Estimates of the number of hours spent each day have varied from one to six or eight hours daily. These numbers have been based solely on guess approximations given by parents of the children themselves. The investigator was not satisfied with results obtained from memory. A far more precise method appeared to be the diary system, developed for radio in 1942 and used by CBS and NBC for successful analysis of listening habits of radio audiences. Following this model, a TV diary was prepared by the author and pre-tested. It proved a successful method of recording the televiewing patterns of children. For this reason it was chosen as the instrument for collecting the necessary data for the investigation.*

The investigation was conducted in all sixteen public and parochial schools in the city of Ann Arbor, Michigan, contact being made with all pupils from the first grade through the twelfth. This is the first television survey to be made anywhere in the nation that covered all grades and used the length of set ownership as the controlling

* For a description of the diary technique, see John Churchill, "CBS Listener Diary Study," *Education on the Air*, 14th yearbook (1943), pp. 335-339.

factor in selecting the pupils. It is the first TV survey in which the diary system was used for recording the pupils' televising habits.

● THE FIRST part of the survey revealed some 6,000 pupils enrolled in the 16 schools in the city and of this number 34 per cent had TV receivers in the home. Of this 34 per cent having sets, 59 per cent had them for six months or longer, with an average of 16 months set ownership.

Each boy and girl who had had a television set for six months or longer was given a seven-day diary to take home. The diary was designed after the CBS Listener Diary mentioned earlier. Each pupil was asked to record all TV viewing for every 15 minutes he was watching programs. Also he was asked to record the number of persons viewing with him. This method of recording produced a record of the actual number of minutes and hours each boy and girl spent televising each day for one week, Monday through Sunday. A complete record of all programs televised was also established. Excellent cooperation of parents resulted in a return of 1887 completed diaries, or 79 per cent of all diaries given out.

The diaries provided an accurate record of the time patterns of televising for each pupil for each day, the types of programs viewed, program popularity with the viewers, and the size and composition of the audience viewing the program in each home. The diaries

were kept by the children during a so-called typical week. All four major network systems fed their programs to this area in which reception was relatively good. During the week, although telecasting began at 1:00 p.m., children did not get out of school until 3:30 p.m. and could not begin their televising until about 4:00 p.m. This gave them eight hours of available viewing time between 4:00 p.m. and midnight, 14 hours of available viewing time on Saturday, and Sunday offered 12 hours.

To complete the study each boy and girl who had returned a diary was interviewed by the author or his assistants. Each pupil gave answers to a complete and comprehensive questionnaire.

The investigator believes the reliability of the majority of responses was *increased* in view of certain facts: (1) a high percentage of the diaries were returned; (2) the type of information desired did not affect the status of the boy or girl

New TV owners are atypical.

in school; (3) the interviews were obtained easily because of the excellent attitude of cooperation by those involved in the study; (4) the methods employed were somewhat standardized; (5) the group involved was large enough and composed only of those who had had television long enough to show what effects, if any, the medium was

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ETV — Revolution or Aid?

WSPD-TV's experience offers help on major problems

● WILL educational TV help colleges and universities meet the crisis resulting from rising enrollments in the next two decades?

There are those who see educational TV as merely a new audio-visual tool which is an extension of motion picture and slide presentations. These educators see limitations in the use of telecasting largely because it removes the impact of student-teacher relationships. They see the variety of visual aids so much used in TV broadcasts not as being new but merely as an adaptation of classroom visual aids.

Other educators see all the advantages of the first group plus others. They believe television will revolutionize college classroom teaching, being perhaps the greatest educational medium discovered since movable type, and that it will extend the work of the present faculty, thereby making possible more individual instruction (conferences with students, and so forth) at lower cost. Kinescope to these persons is a medium for recording lectures and demonstrations of the best teachers of the country for telecasting to the classrooms of many

colleges, perhaps to several at once over an educational TV network. They see more effective teaching to larger classes when telecasting brings the demonstration table of the surgeon closer to the student a mile away than to the student sitting

By ASA S. KNOWLES

*President, The University
of Toledo, Ohio.*

in the back of a classroom. They believe that teaching of art and languages, to cite only two examples, can be made more meaningful and effective. Moreover, they feel that television can be of great value to the "homebound" student.

Many colleges and universities are experimenting with educational TV by offering courses, cultural programs, forums, and so forth. In general, depending upon the origin of their programs, these colleges can be divided into two groups—those cooperating with commercial TV stations and those using educational TV stations which are

controlled wholly or in part by colleges.

The University of Toledo began experimenting with TV offerings early in 1951, and in the fall of 1952 offered its first series of TV courses for credit. WSPD-TV in Toledo made available one-half hour each weekday morning for what is known as *T.U.-Telestudy*, its purpose being the offering of regular college courses on either a credit or non-credit basis. The University has had no studio of its own and no equipment to make Kinescope recordings. Hence, programs have had to be live broadcasts from the local studio. That experience gained by the University of Toledo during the past years may be of maximum value to other college administrators and faculty, answers to the following questions are presented:

What courses can be expected to attract and hold the interest of a TV audience? Does teaching on television differ from regular classroom teaching? Can courses be presented via television and still maintain academic standards? What allowances on teaching loads are fair to those teaching by television? What special teaching aids are needed? How should the responsibility for the administration of courses be handled? What are the calculated risks? What are the benefits? Does experience on commercial channels throw any light on the role of TV in the future of higher education?

● IN SELECTING courses to be offered by television for an off-

campus audience it is necessary to take into account the type of audience to be reached at the time courses are to be broadcast, the amount of time allotted for the televising of the course or courses, and the extent to which laboratory and special apparatus may be essential. In addition, the possible effectiveness of the various faculty members in teaching via TV has a great influence on the course selections. A careful consideration must be given to faculty available to teach in the subject matter areas which meet the limitations imposed by other factors previously mentioned. Consequently, the subject matter area taught by the teacher available and willing to teach may have a great influence on the courses to be taught.

T.U.'s allotments of time thus far have defined the audience as one consisting largely of housewives, older people, and "home-bound" persons who could observe mid-morning or mid-afternoon television programs. The distance from the campus of the commercial studio dictated that any courses involving heavy or difficult-to-transport apparatus should be avoided. The length of the broadcast time (five periods of one-half hour each) dictated that a special adaptation of semester courses or specially prepared courses would have to be offered. It was clear, too, that special scripts would have to be developed to make their presentation effective. The following courses were developed and presented: Those offering two credit



ADVERTISING pointers are being given by James Hofford, instructor for a University of Toledo Tele-study course given this fall over WSPD-TV.

hours and requiring three half-hour weekly periods were: *History of Ohio, A Child and His World, Introduction to Poetry, and The Child: From Six to Twelve*. One credit hour was given for the two half-hour weekly courses in: *Modern Home Making, The Arts and Appreciation* (offered in cooperation with the Toledo Museum of Art), *Managing the Family's Finances, French Art: A Pageant of French Life* (also offered in cooperation with the Museum), and

Representative Americans, offered weekly in four quarter-hour programs. In addition there were non-credit courses presented under the titles *Living with the Law, Flowers and Gardens, Engineering Your Future, and Stories for Children*.

● TV INSTRUCTION is more exacting in its requirements of the teacher than classroom teaching. Not every faculty member can be expected to be a success on TV. Even those who are outstanding as

classroom teachers must adapt their material to TV. The subject matter of courses must be organized to be concise, clearly stated, interesting, and timed to the program schedule. Moreover, the TV audience, even though registered for a course, is not a captive one, and the standards of performance are based on comparisons with experienced actors and programs which are rehearsed to the point of perfection.

Faculty members at T.U. were approached on the idea of offering courses via television with a clear understanding that by accepting they agreed to regular rehearsals at which there would be criticisms of speech, techniques of instruction, dress, appearance, and mannerisms.



Photoreflex Studio

Dr. Asa S. Knowles

Several faculty members responded whole-heartedly. One faculty member after teaching TV courses with great success suggested that every instructor should be required to teach at least one TV course. "If for no other reason," he stated, "the subject matter of his course would take on a different aspect when looked at from the standpoint of presenting it before an audience of 20,000."

● IF COURSE CREDITS earned by taking courses via TV are to be of value, they must have faculty approval. A careful study of this problem by a special committee resulted in the adoption of regulations by the University faculty which were designed to assure maintenance of proper academic standards. These regulations follow:

Each telecourse has two methods of registration: 1) Persons enrolling for credit will receive a copy of the syllabus, written assignments and come to the University to take a final examination. Persons enrolling as auditors will receive a copy of the syllabus and written assignments. The textbooks for a telecourse will be required reading and distributed to viewers by the University Bookstore; 2) Persons who desire the syllabus may obtain it at a cost to be determined.

The instructor will prepare the syllabus, written assignments, and the final examination. He will also read and grade the completed assignments and examination, the latter to be given on the campus. The Evening Sessions Office will be responsible for mailing out syllabi and the assignments. This office will also transmit assignments completed by the students to the instructor and return the graded work to the students. This office will handle all registration details.

The instructor will plan the presentation of each program with the director of radio and TV programming. This

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Experiment at Evanston

What will closed circuit TV effect at high school level?

● TO WHAT degree can closed circuit television assist in meeting the teacher shortage on the secondary school level?

Can closed circuit television effect an improvement in instruction and a better utilization of the well-qualified teacher?

Which outcomes of instruction in various subjects in the secondary school can be achieved more effectively, as effectively, less effectively by the use of closed circuit television?

In what specific ways can closed circuit television assist the classroom teacher in keeping the quality of instruction high in spite of increased enrollments?

In search of the answers to these questions, Evanston (Illinois) Township high school has installed closed circuit television in 25 classrooms, separated into three groups or units. Each unit has a separate control center so that each may originate "lessons" exclusively within its own group or, in addition, may be cross-connected to enable any group to receive lessons from either or both of the other two units. Unit A, used for English-speech, includes

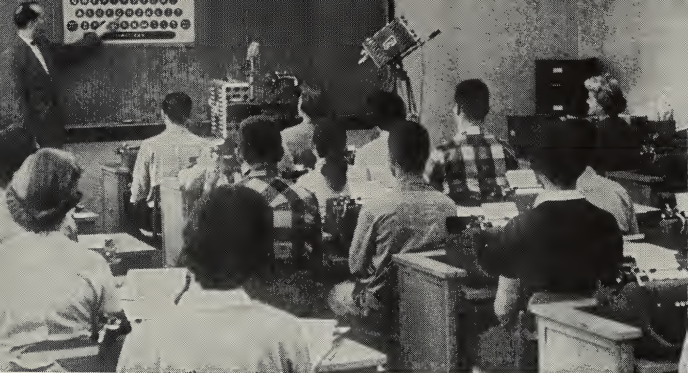
an originating classroom, three receiving rooms, a control room, and a small auditorium which may originate or receive programs or lessons. Unit B, used for typing, includes a control room, an originating classroom, and a receiving room.

By WANDA B. MITCHELL

Chairman, Speech Arts Department; Director, Television Project, Evanston Township High School, Illinois.

Unit C, used for experimentation in all subject matter areas, includes a studio or originating classroom, five receiving classrooms, and a master control room with a film chain, multiplexer, and movie projector, enabling films and slides to be transmitted to any of the 25 television receivers. The classroom receivers may also pick up programs from the four local and network commercial stations and the local educational television station.

In Unit A, the fourth year English-speech project is set up to test the effectiveness of closed circuit



ORIGINATING ROOM for a typing class being transmitted at Evanston Township High School.

television as an instrument for enabling one teacher, with cadet teacher assistants, to teach large groups of students in a subject matter area requiring a close personal relationship between student and teacher and a high level of pupil activity. The regular teacher, assisted by a cadet teacher in each of the receiving rooms, teaches all fourth year English-speech students (70-90) during one class period. Vidicon cameras and microphones in the originating or studio classroom are used to transmit the lesson to two classrooms where 30-35 students watch the lesson on television receivers. Units in reading, writing, listening, and speaking are presented from the studio classroom with students participating in most of the presentations. A talk-back system in the receiving classrooms enables students to ask questions and to participate in discussion. Students alternate in report-

ing to the originating room and the receiving room.

- TEACHING procedure includes four major types of activity; lecture-demonstration, discussion, speeches, and group activity. For instance, while students view a television receiver in small classrooms, the teacher explains and demonstrates by illustrated lecture certain portions of the unit of study. The lecture-demonstration might include the use of audio-visual devices, the use of a student panel, the use of a model speaker, or the use of a small class group.

Two-way audio enables interchange of ideas and the use of questions and answers. The teacher may call on students in any of the viewing rooms, may answer questions himself, or refer questions to students in any of the viewing rooms.

Individual speeches are usually

presented before a small classroom audience while other classes view the speaker on the television receiver. The teacher is sometimes with a viewing room group to assist them in evaluating and analyzing the characteristics of the speaker. Individual speakers have the experience of adapting their style of delivery to audiences ranging from the student cameramen and engineer to the entire class group of 70-90 and adjusting to rooms ranging from studio size to the large assembly hall.

Occasionally, the entire group meets in the assembly hall for certain types of activity. Here the camera is used as a magnifying device to provide clearer vision for those in the rear of the room, to give a close-up of a note-card, or to enlarge portions of a written composition for analysis. The entire group meets thus for viewing kinescopes, movies, programs from the local educational station, book reviews, library demonstrations, assembly speakers, stagecraft demonstrations, and so forth.

In Unit B, the typewriting project is set up to test the effectiveness of closed circuit television as an instrument for enabling one teacher, with a clerical assistant, to teach a large number of students in a skill subject. Two vidicon cameras are used by the teacher to transmit the lesson to an adjoining classroom while he is teaching a regular typing class. Students in the viewing room watch the lesson on television and follow the directions as given. A camera in

the receiving classroom enables the teacher to check on his monitor the degree to which students in the viewing room have paced their activity and to adjust his instructions accordingly. Students in the viewing room have a talk-back system for asking questions.

Unit C provides an informal experimental center where teachers test and develop techniques before initiating them into their regular classroom procedures. A professional television engineer is present to help them check lighting, type of camera shot, problems of focus, and so forth. Units of work in science, mathematics, English, foreign language, and social studies can be presented here for analysis and evaluation by a small group, a faculty department, or five classrooms of students.

● SPECIAL projects are now being developed to determine how much assistance closed circuit television can provide in the areas of uniform testing, group counseling, registration procedures, freshman orientation, teacher training, new teacher orientation, and monitoring certain supervisory situations. It is hoped that the experimentation in Unit C will lead to the discovery of effective teaching methods peculiar to instruction by television and the improvement of instruction in traditional classroom organization.

The faculty and administration are approaching this experiment with only one purpose: to improve the quality of teaching.



● THE EDUCATIONAL Television and Radio Center, Ann Arbor, Michigan, will have a new 15-program series entitled *History of Human Records and the Book*. Presentation is by Dr. Frank Baxter, well-known teacher of Shakespeare. Producer is the department of cinema at the University of Southern California. The series will be distributed to educational TV stations next year.



● *PEOPLE, PLACES and Books* returns for the fifth year to WQXR, New York, with Gilbert Highet, author, lecturer, and critic, as host.



● NEW PROGRAMS being presented by WQED, Pittsburgh, include *March of Medicine* by Smith, Kline and French, pharmaceutical laboratories, in association with the Allegheny County Medical Society, and the American Medical Association. WQED expects this program, which is strictly without advertising or commercial message, to be a contribution toward commercial-free, high quality scientific television.

Another program, *Americans All*,

will stress contributions to economic, cultural, and spiritual life of the Pittsburgh area. Folk songs and dances representing the heritage of many nationalities will be used.



● MOUNTING ETV activity is reported from two widely separated states—Florida and Iowa. The Independent School District of Des Moines, Iowa, will remodel a building for use as a technical high school in which space will be adapted for television facilities. The board of education plans to apply to FCC for an educational TV station utilizing Channel 11.

In Florida a committee has been appointed to make a thorough study of the state's immediate and long-range educational TV needs, and to prepare a plan for best utilizing the nine educational channels which have been allocated to the state.



● "DO MORE, talk less," was the caution given by W. R. G. Baker, president of the Radio-Electronics-Television Manufacturers Association, to the Joint Council of Educational Television, Washington.

Baker elaborated; there has been

plenty of research to show the intrinsic value of educational television. "What we need now is applied research on how to televise education effectively."



● ENROLLMENT alone in educational telecourses without counting auditors would be equivalent to the total enrollment of a fair-sized university, says the Educational Television and Radio Center, Ann Arbor, Michigan.

Telecourses were only a small, though well-balanced part of ETV programming, according to a Center report:

The stations telecast a total of 468 program hours, including 349 hours of programming directed at adult and family audiences. Programs covered a wide range of topics — science and industry, music and dance, arts and drama, history, national and world affairs, psychology, literature and philosophy, news and current events, community and state affairs, farm and agriculture, religion, home and garden, public health and safety.

Sixty per cent of total telecast time was devoted to live programs. Kinescope recordings account for 21 per cent of program time. Film represented 19 per cent of the time on the air.



● A SECOND television station began broadcasting August 15 in Korea.

Test broadcasts began May 12, 1956. In the beginning, 50 TV

sets were set up in the streets of Seoul so that the largest number of citizens could view the programs.

Regular broadcasting began June first. The station, HLKZ, is owned by the Korea RCA Distributors Corporation. When regular broadcasting began, 300 TV receivers had been made available by RCA. Fifty were placed in railway stations, schools, churches, and other public places; 250 were available for purchase.



● A FORD Foundation grant makes it possible for Chatham College, Pittsburgh, to have a three-state campus this year — reaching into Ohio and West Virginia as well as Pennsylvania.



● WKNO-TV of Memphis, new educational station, begins a full-scale "reading and writing" course via Channel 10. The 30 half-hour programs in the series are aimed at some 50,000 people of the Memphis area. A special "Literacy Week" launched the program.



● THREE MILLION visitors view WTTW, Chicago, each year—at least this is the number who come to the Museum of Industrial Arts and Sciences in which the studios, a ready-made, continuing exhibit, are located. The station as part of its regular programming takes a picture of spectators through the windows of its studios.

ETV — Revolution or Aid?

Continued from page 16

is necessary in order to make the most effective use of visual materials. Rehearsals will be necessary, especially in respect to timing each broadcast.

It is anticipated that the instructor will spend more time preparing for his television programs than for his classroom presentations of the same material. Also, it is anticipated that he will have more assignments to read and grade than he has in most of his campus courses. This increased demand upon the instructor's time will be taken into account by the dean in planning the instructor's teaching load. The exact details will be arranged by his dean and the president. Course numbers will be kept under the 100 level (graduate) whenever possible. New course titles will be created in order to avoid confusion with present credit courses. Courses meeting three times (three one-half periods) each week on television will offer two hours credit; courses meeting twice each week on television will offer one hour credit.

- A TV COURSE being taught for the first time will consume more of the instructor's time than a campus course, even though he has taught the course on campus many times. Course materials must be reorganized and even condensed, geared to a time schedule, and the presentation punctuated with appropriate visual aids. Regular rehearsals must be conducted for each broadcast, and time must be allowed to travel to and from the TV station.

Inquiries of officials of other universities with TV experience indicated that, in general, faculty members were being given two hours credit on their teaching load for each hour they appeared on television. This allowance is probably

entirely adequate once the TV course is organized and is being repeated, but there is doubt as to whether it is a fair allowance when faculty members are offering courses for the first time.

- STUDY GUIDES include instructions on viewing the courses, course descriptions, outline of topics, daily lesson assignments, auxiliary and regular reading assignments, information on arranging conferences with the instructor, and techniques of note taking. These must be prepared and printed with great care well in advance of beginning each course. The study guide bridges the gap between instructor and student resulting from not being together in a classroom and not meeting frequently for conferences. Illustrative materials and audio visual aids to be used when broadcasting are needed to contribute to understanding of subject matter and to hold the interest of viewers. These include: maps, charts, diagrams, blackboard, slides, films, models, books, pamphlets, and records.

- THE ACADEMIC administration of courses offered via TV should remain the responsibility of the dean and department head in charge of the subject matter offered. In fixing responsibility for the other administrative aspects of TV courses, however, careful thought

must be given to the "off-campus" aspects of the program—need for special promotion of a new venture, problems to be encountered in registration of students, transmission of study guides and corrected lesson papers to students (viewers) expected to enroll. The nature of these responsibilities is directly in line with work done ordinarily by directors of evening sessions, adult education, and extension courses. At the University of Toledo, these administrative aspects are the responsibility of the director of evening sessions.

● A UNIVERSITY undertaking a TV program must be aware of possible adverse public reaction to the faculty's competence and to the university itself if courses are not well received. An attempt can be made to meet this problem by seeing to it that no one is allowed to go on the air until his or her presentation is made as perfect as can be expected under the conditions. There is some question, too, as to whether offering TV courses may diminish the numbers entering the regular course offerings for adults. T.U.'s experience is that more interest has been aroused in university course offerings, thereby expanding the service of the institution to the community.

The initial response to *T.U.-Tele-*

study at the University of Toledo exceeded expectations. Over 150 students paid for registration and study guides in the first semester and over 325 registered and bought study guides in the second semester. The viewing audiences were estimated at 20,000. Those who registered tended to be older people. T.U.'s oldest TV student was a 76-year-old woman. Despite this, however, it was found that those taking the courses for credit not only did better work than students enrolled in regular classes, but also did more outside reading.

Experience in offering courses for credit by educational TV has resulted in a development which other institutions report to have experienced also. As the courses become more frequent and better known, it is believed that more and more viewers watch the course presentation but fewer undertake to register for credit. Apparently many persons find that they can profit a great deal from the courses even though they do not attempt to read the text and follow the study guides. Perhaps only those who need college credit will find it worthwhile to pay registration fees and costs of guides and texts.

A most valuable by-product is that faculty members teaching TV courses review and reappraise the

THE COMMON STOCK of intellectual enjoyment should not be difficult of access because of the economic position of him who would approach it.

—Jane Adams

content of their regular offerings. They learn to arrange their subject matter in accordance with the proper sequence for presentation and they learn to use more visual aids. One faculty member has stated that, "For the first time in my career I have learned to really organize my course materials." In the years ahead this is bound to have a wholesome effect on all classroom teaching.

One instructor stated that she would like to have a kinescope of parts of her own telecourse to use in future classroom presentations of the same material. The uniqueness of the telecourse enabled her to bring in special persons from the community as resource personnel and arrange some special demonstrations. With a kinescope these features could be introduced at the appropriate time for future classes.

The University of Toledo has profited also from the public relations standpoint. It has been brought closer to the public it serves. Students have applied for admission because of their families' praise of T.U. instructors. Ideas for new courses via TV have resulted from suggestions of TV viewers.

The individual gets great personal satisfaction from doing a good educational job for a large audience. Faculty members find that they must be prepared to meet public acclaim and that they will be recognized publicly and perhaps called by name by persons unknown to them heretofore. In fact, this is perhaps a kind of recognition

many faculty members had not dreamed of as being compatible with their chosen field of activity. It is seldom that a professor of poetry or child development expects widespread public acclaim. Faculty members teaching TV courses must expect to receive a quantity of mail seeking information and asking questions, and of course many requests to appear as speakers before groups. The "ivory tower" seclusion may give way to general public recognition.

● PREDICTIONS have been made that television will revolutionize college teaching methods and thereby lessen considerably the need for extra faculty, classrooms, laboratories, and so forth, as enrollments expand during the next two decades. T.U.'s experience thus far does support this.

Television teaching will result in improved teaching techniques. In itself it is primarily a valuable additional video-audio teaching aid. It can be used to present certain types of subject matter and relieve the instructor of the necessity of repetition. Some classroom and laboratory demonstrations can be given more advantageously by television than from the lecture platform, as in the case of certain science demonstrations. The television presentation which can be recorded on film can be expertly done and viewed as clearly by a student in the back of the room as the one in the front row. Perhaps lectures by the great teachers can be purchased for use and re-use. On a single campus, TV could become a med-

ium for more effective teaching in those subjects elected or required of a large number of students. As enrollments increase in the years ahead, there is danger of a widening gap between the teacher and the student. Here, then, may be another place where TV can be used to good advantage as a supplementary tool. By using the best instructor in the department to do the lectures via TV for all students in a given course and then using other available personnel to do laboratory, supervision, student counselling, and grading, television can perhaps serve a useful purpose with less strain on the instructional staff, greater unity in subject matter, and more effective teaching for a greater number of students.

Television in the classroom can never take the place of the personal impact of the student-teacher relationship and particularly the motivation which results from classroom presentations and discussion. Questions, quizzes, and recitations

still require the presence of teachers. While television may be used to make presentations to larger classes, higher education cannot afford to deemphasize the personal element, for this is the key to imparting understanding of subject matter to students and the principal means of bringing to bear upon the students the personality of a great teacher, which is so important in individual development.

TV will enrich courses, particularly those in such fields as drama, music, public speaking, and literature. Moreover, it can be a great medium for enriching the education of the general public at the adult level. Both kinescope recordings and live programs will bring to the public at large music by the great artists, plays with great actors, and discussions by lecturers of national prominence. In this way TV will raise the level of adult education, community culture, and appreciation of better living.

Educational TV Needs Research

Continued from page 12

having on school children; (6) all 16 public and parochial schools in the city were represented in the study; (7) the schools represented varying socio-economic backgrounds; (8) all mental groups were included—bright, dull, and normal.

● **RESULTS and conclusions:** Perhaps the most important result of this study has been the formation

of the televiewing time pattern for boys and girls in each grade.

In order to determine just how boys and girls used the time they spent televiewing, it was necessary to do a close analysis of the diaries of each pupil in each grade for each day. From this analysis time patterns of viewing were developed for each day and these patterns were set up in the form of graphs.

After checking the various grade groups it was noted that boys and girls had a tendency to follow the same time pattern of viewing for each day. Therefore, it was necessary to take an overall percentage of the week-day viewing for Monday through Friday and then set up a time pattern which was a composite for the Monday through Friday period. Saturday and Sunday were set up in a similar manner.

These time patterns showed in total percentages the number of hours spent televising and the time at which televising began and ended. The patterns revealed the percentage of boys and girls televising at the various hours of the day and evening, and showed the heaviest and lightest periods of viewing. They indicated the programs that were available during the many periods of the day and evening. These televising time patterns were visual proof that boys and girls had well-defined habits of viewing.

● **CONCLUSIONS** drawn from the evidence obtained through the study follow:

1. Contrary to the beliefs of many, children did not spend countless hours televising. In the first six grades, 91 per cent of the boys averaged a few minutes over 18 hours per seven-day week, 3 per cent averaged 23 hours per week, 4 per cent averaged 25 hours per week, and 1 per cent averaged 29 hours per week. Thirty-four hours was the greatest number

spent in televising by any one boy in these grades. This boy was a pupil in the fourth grade.

Eighty-nine per cent of the girls in these grades averaged 19 hours per seven-day week, 5 per cent averaged 21 hours per week, 3 per cent averaged 23 hours per week, 2 per cent averaged 26 hours, and 1 per cent averaged 28 hours per week. The highest number of hours recorded was 55 spent in televising by a girl in the third grade. This number was obviously an extreme when compared to the average of 19 spent by the majority of girls.

These results show that televising time spent by children in the first six grades was only 11 per cent of the 168 hours available in a seven-day week for the various activities of eating, sleeping, televising, reading, attending school, going to the movies, and so forth.

2. Long periods of televising were not indulged in by these child-

Variety attracts as well as pleasure.

ren. The hours spent televising were broken into time periods varying from 15 minutes to one hour at the most in any one given period.

3. After having had television receivers for six months or longer, children followed well-defined patterns of televising which they adhered to very closely throughout the week. Graphs of the televising time patterns were constructed and the contour of these patterns was determined by the popularity of the

programs, the hour at which they were telecast, and the length of the program time. The age of the boy and girl played an important part in determining the time of day and evening when their televising began and ended. Parents were very definite in recording in the diaries the exact time when their child was sent off to bed and viewing stopped.

4. Children in the first six grades had very definite program preferences. They emphasized children's programs, comedy-dramas, variety programs, and westerns. There were 22 hours of western movies being telecast during the week in which the diaries were kept. Children spent about 20 per cent of their televising time watching these western programs. Children seem to have well-balanced diets in their televising program preferences.

5. The majority of this group in the first six grades observed a regular mealtime schedule and a regular bedtime schedule which was anywhere from 7:30 to 8:15 p.m. on week days. On Friday and Saturday evenings they were permitted to teleview for an hour or more later than usual.

6. Televising did not begin for this group until 5:00 p.m. on week days, which was one and a half hours after school had closed. Therefore, we might assume that children were doing many things they liked to do between 3:30 and 5:30 p.m., other than watching TV.

7. Upper grade elementary children expressed a desire to see more interesting and exciting programs

on science, history, art, and music; however, they must be in some dramatic form and well presented.

8. It was found that seventh- and eighth-grade boys and girls differed considerably from those in the lower grades. They televised longer, as indicated by 96 per cent who averaged 25 hours per week, 3 per cent averaged 27 hours, and 1 per cent averaged 29 hours. Ninety-three per cent of the girls

Breadth of understanding is sought.

averaged 23 hours per week, 5 per cent averaged 26 hours, and 2 per cent averaged 31 hours. This group did not observe a regular mealtime schedule; apparently the mealtime schedule was governed by the programs the children liked. This schedule varied from day to day because of the great diversity in program preferences. A regular bedtime hour was observed between 8:30 and 9:30 p.m. during week days; however, Friday and Saturday televising continued until 11:00 p.m. and occasionally until midnight. Seventh and eighth graders preferred talent shows, comedy-variety, mystery, children's stories, drama, and westerns.

9. Boys and girls in the ninth through the twelfth grades did not begin televising until right after dinner when they began with the news and sports and then divided their time according to their preference until approximately 10:00 p.m. The majority of this group averaged

19 hours of televiewing per week, or 12 per cent of the 168 hours available for all activities during the week. Only one male student indicated the extreme in number of hours spent televiewing, recording 45 hours for the week. Program preferences were well-balanced, with variety shows, talent shows, and a strong preference for drama and music. Boys liked sports, news, mystery, and drama, while girls had a strong preference for drama and music.

10. Boys and girls from the fourth grade through the twelfth had definite ideas why they liked programs. They wanted programs to be interesting, entertaining, and exciting to a certain degree, as well as informational and educational. The program must have variety and action, be realistic to some extent, and above all, be well written, well directed and enacted.

11. The boys and girls in grades nine through 12 did little, if any, televiewing on Friday and Saturday evening. They preferred dances, dates, movies, parties, night games, plays, concerts, school functions, and other activities.

12. Only 10 per cent of all boys and girls in the twelve grades reported televiewing alone, while 90 per cent televiewed with one or more other persons.

13. Fifty-one per cent of boys and girls in grades four through twelve reported some of the better written, better directed and enacted television programs had been helpful to them in school subjects. They justified this belief with well

thought out responses explaining how these programs had been helpful. Fourteen different subjects were listed by students who felt they had been helped in some way by the content of 43 different programs mentioned.

14. Junior and senior high school students wanted more dramatic programs about things they were required to read and study in their school subjects. They wanted more dramatized news and special events. They felt it would stimulate interest to read more in the various fields of subject matter that are presented on TV.

15. Seventy-four per cent of the boys and girls in grades four through 12 indicated they had learned to do several new things after watching TV programs. They listed dress designing, training and care of pets, new dance steps, magic, how to take good pictures, how to draw, and many others which suggested that certain programs do offer worthwhile results.

16. A majority of the students selected television as first choice of five media because it combined all the good qualities of all the other media. Books followed as second choice primarily because they were accessible, could be read at will, read over again, and because they let a person use the imagination. Radio placed third and movies fourth. Comic books appeared as a poor fifth. The fact that books were chosen second might indicate we need not be concerned about our children giving up their reading entirely or to any great extent because

of excessive time spent televiewing.

17. At first, reading was interfered with to a *very great degree*. However, the majority readily admitted their reading habits had returned to the original pattern. Some also indicated that televiewing had stimulated their reading in-

Parents, teachers must guide carefully.

terests by offering new subjects, or that they were motivated to read more about something they had seen on TV.

18. Eighty-one per cent of all boys and girls in all grades emphatically pointed out that television did not interfere with doing homework. They qualified this feeling by expressing the ways in which they did homework and at the same time televiewed the programs they liked. They also pointed out that their grades were considerably above average. We must remember these boys and girls had set patterns of televiewing which they followed closely, and could allot their time for other things rather easily.

19. Seventy per cent reported television did not interfere with their hobbies. Some contended it had increased their interest in a hobby. A small percentage (7) indicated television interfered enough to cause them to drop the hobby.

20. It was found that 49 per cent of the students in grades four through 12 participated in some 40 different extra-curricular activities connected with the schools. They reported that televiewing did not

interfere with these activities.

21. Movie attendance dropped off tremendously at first; however, 75 per cent indicated it had returned to the original pattern in approximately nine months.

22. In television programs they view, in books they read, in movies they see, and in radio programs they listen to, these children wanted variety and a relationship of content which would give them a certain breadth of knowledge and understanding as well as pleasure.

23. Most of the students readily admitted that when their television sets were new, their televiewing interfered with almost everything: reading, movie attendance, dancing, dates, playing after school, and extra-curricular activities. Now when the newness had worn thin, 89 per cent reported TV did not interfere with these activities.

Educators should make every effort to use the medium of television as a part of their program of education. Teachers and parents alike should be alert to what is being telecast and then encourage children to view worthwhile programs. Proper guidance by teachers and parents in the use of home televiewing time can help supplement education. Both the home and the school must give children numerous and successful experiences that will satisfy interests and needs. Parent and teacher must guide children patiently and carefully, if television is to be used effectively in promoting the growth of a broad background of education for children.

What Do They Learn?

Continued from page 6

great books; the sciences of astronomy, anthropology, paleontology, chemistry, physics; great events in history; ethics, logic; psychology; philosophy, and religion; music as an art; the graphic arts. They constantly look for talent to do these programs. A central programming agency, with \$12 million endowments set up by the Ford Foundation, records these programs on film and distributes them.

The worth of these stations is now over \$10 million. They often cost 3, 4, or 5 hundred thousand dollars a year, each, to maintain. They are giving courses for credit under university auspices to those who cannot conveniently go to college—a High School of the Air in Pittsburgh, already has 4,000 drop-outs back in school by television. They have graduated their first two classes in examinations exactly like those of day-students. Surgical and medical schools are doing away with operating theatres for students. They look at the operation from a front-row television screen, as do men and women in many other university laboratories in physics, chemistry, and the natural sciences.

In many cities, television has been harnessed to learning in the grade schools, the high schools, the junior colleges, and the universities as either a direct teaching aid or a means of illustration for established curriculum practice. The research is going valiantly on, not to displace teachers nor to particularly cut edu-

cational costs, but *to raise the quality or teaching and to accelerate learning.*

● WE ARE IN a world struggle of opposing ideologies. Man cannot remain either slave or half-free. All the initiative our children possess all the ingenuity and inventiveness of our young people, must be mobilized to keep our blessed country secure.

Long ago, I became convinced that the only final answer to the problems of the mass, of the community, of the individual, was education. From then on, I know what to do. I choose the new media of communication for my field of work. Now, I see children passing courses with higher grades because of tested audio and visual illustrations. I see people, who had lost interest in learning, come back again to participate in its everlasting gifts. I see all our work in educational motion pictures find a universal market through television, our work in radio take on the advantage of the sense of sight,

I see our people entertained hugely by these new media. I see entertainment carry an educational ingredient, consciously or unconsciously — I'm not concerned. I see our children learning out of school, as well as within school.

It is up to you and me to give our support to that which has permanent value, good motivation, and spiritual grace. We can endow our children with no better lasting gift!

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JOURNAL

FEBRUARY 1957



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NBC Programs for ETV . . . p. 22



ALL RECORDINGS are timed and audited for both musical and acoustical quality before they are entered in WUOM files. See Marjorie Lundin's story on music programming at the University of Michigan, page 14.

ON THE COVER, 10-year-old Kirk Jordan sings *Amahl* in NBC-TV's presentation of Gian Carlo Menotti's opera, "*Amahl and the Night Visitors*."



THE AERT JOURNAL

Vol 16 No. 5

February, 1957

The *AERT JOURNAL*, published monthly except June, July, August and September by the National Association of Educational Broadcasters. *Business and editorial offices, 14 Gregory Hall, Urbana, Illinois.* All business and editorial copy, and all subscriptions, should be sent to 14 Gregory Hall, Urbana. Entered as second-class matter, November 26, 1956, at the post office, Urbana, Illinois, under the act of March 3, 1879, *The National Association of Educational Broadcasters* is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the use of radio and television for education. Subscriptions, \$4.00 a year.

Here Is Low - Power TV

Education may benefit greatly from the 'package' TV station

● THE LONG-AWAITED breakthrough for educational TV may be just around the corner following the recent announcement of a new electronic development, the low-power "package" television station which may bring the cost of educational TV well within the budgetary reach of hundreds of school districts and educational institutions.

Educational broadcasters of some years' experience will recall the stimulating effect of the FCC's order of September, 1948, which authorized the 10-watt classification of educational FM broadcast stations. Previous to this time, the number of standard FM stations on educational channels had been disappointingly small with fewer than 25 stations actually on the air. Immediately after the authorization of the low-power category of station, however, there was a substantial upswing in the number of applications filed with the Commission for new stations, the average cost of which

was estimated at between two and three thousand dollars.

Since a recent check with the FCC reveals that there are now 141 educational FM broadcast stations authorized and 126 actually on the air, there is little doubt that the resulting economies in construction and operation from the low-power approach have brought educational

By **ROGER J. HOUGLUM**

*Manager, Station KRVM,
Eugene, Oregon.*

radio programs to many communities which ordinarily would be denied this service because of local inability to finance a full-power station.

A similar situation prevails today in a field of educational television, and the present utilization of the 242 channels reserved for educa-

tional institutions is a matter of real concern. This is particularly true with regard to the 80 VHF channels, as yet largely untenanted, which are being eyed covetously by commercial telecasters.

Information supplied by the FCC reveals that as of October, 1956, there were 21 educational TV stations actually on the air with another 22 stations authorized. Further study reveals that the licensees of these stations are largely wealthy metropolitan school districts or heavily-endowed universities and colleges. Apparently the initial cost of a standard television station is well beyond the means of the typical school district or educational institution, the capital outlay figure for construction of a new station most frequently mentioned in the JOURNAL being \$200,000.

● WITHIN THE last few months new developments within the electronic industry, based on FCC approval of TV stations of 100-watts minimum power, have brought about sweeping changes in our concept of the costs of installing and operating an educational TV station; and it is now possible to put a new station on the air for a figure directly comparable to the cost of a fully-equipped classroom in a modern school building.

Many well-known manufacturers of radio and electronic equipment, taking advantage of economics resulting from new production techniques, standardization of equipment design, and volume sales, are currently offering all the basic

facilities for a new 100-watt TV station for a "package price" of approximately \$35,000.

This, admittedly, would be a minimal installation, but would include an approved-type transmitter, approved-type monitor, coaxial transmission line, and antenna. No antenna tower is normally supplied since a small supporting structure on the roof of a tall building would be adequate in most cases.

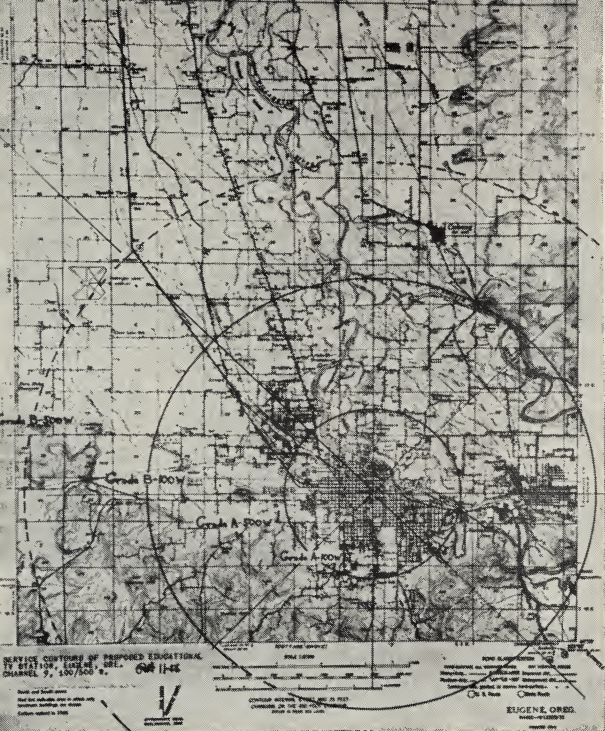
Studio equipment would include a vidicon camera and film chain, synchronizing generator, microphones, an audio console, a turntable for records and transcriptions, projectors for 16 mm. monochrome film and 35 mm. slides, a video monitor, and video switching equipment. Some firms even include basic lighting equipment and film editing facilities within this \$35,000 figure.

Licensees of existing FM stations would be able to use their present microphones, turntables, and audio console, thus reducing the required capital outlay by at least \$2,500. Institutions already having a camera chain in operation could, by the purchase of a transmitter, monitor,

It is most important that education stake its claims to invaluable TV channels.

transmission line, and antenna, get on the air with a complete TV station for a total outlay of \$15,000, or less.

One reason for the greatly lowered cost of the studio equipment specified compared with that



SERVICE CONTOURS of a proposed educational television station in Eugene, Oregon, of 100 watts power and of 500 watts power. (Channel 9). Reading from the transmitting antenna (center point of circle) the service contours are;

- Grade A Service (100 watts). Solid line
- Grade A Service (500 watts). Broken line
- Grade B Service (100 watts). Solid line
- Grade B Service (500 watts). Broken line

of a year or so ago is the use of vidicon tubes in both the camera and film chain. A comparatively new development, vidicon tubes are considerably less expensive to purchase and operate than either the iconoscope or image orthicon types, and are also less subject to damage by inexperienced operators. They have an excellent gray range from white to black, and are capable of sharp, crisp pictures with fine detail.

Apparently the initial cost of a standard TV station has been beyond the means of the typical school district.

They do, however, require a somewhat greater level of light intensity for proper operation. The educational telecaster may meet this problem simply by concentrating his efforts on relatively small sets where the required light intensity is readily obtained, and avoiding large studio productions until such time as he is financially able to purchase additional lighting equipment.

The advantages of such a low-power approach to educational television are entirely obvious. Many educational agencies can immediately construct such a station, organize and train a staff, and at the same time provide a new educational television service for their community. When additional funds can be spared, the present transmitter can be used to drive a high-power amplifier stage for increased

power output with a substantial resultant increase in station coverage. Most important of all, the reserved channel for that community will be in use, insuring its permanent allocation to education.

● HOWEVER, BEFORE we completely embrace the idea of low-power TV, it would be wise to examine critically just what it can accomplish for education. More specifically, how large a "classroom," or viewing audience, will it satisfactorily serve? Only when we have compiled this information are we in a position to justify the expenditure of public funds for a new station.

Taking Eugene, Oregon, as a typical potential community for educational television since it already has two educational FM broadcast stations, KRVM and KWAX, with many years of successful operation, it was decided to undertake a preliminary engineering study of the coverage to be obtained with a station of 100 watts effective radiated power(ERP), and with an effective antenna height of 100 feet, opera-

It is now possible to have a station for the cost of a fully-equipped classroom in a modern school building.

ting on the local educational allocation, Channel 9.

Using propagation data based on

FCC engineering tables and available in a readily usable form in a monograph by C. M. Braum, Engineering Consultant for the Joint Council on Educational Television, titled "*Low Cost Educational Stations*," the limits of the various service contours were determined.

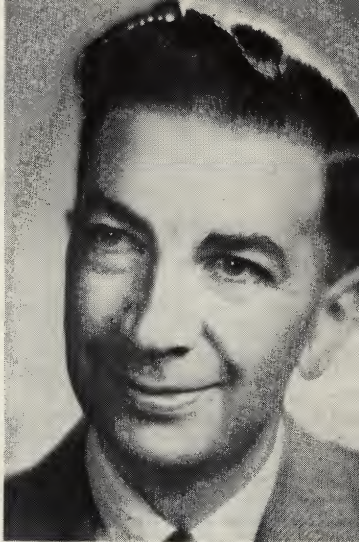
The service contours were then traced on two maps, the topographic map of the Eugene quadrangle and the minor civil subdivisions map of the same area. This is the same procedure required by the FCC in preparing engineering exhibits for an application for construction permit for a new station.

To determine the effect on coverage of a sizeable increase in power, similar service contours were drawn on the same maps, assuming an effective radiated power of 500 watts.

Using data from the 1950 census, the population within each service contour was then determined on a precinct by precinct basis.

Referring to the service contours on the topographic map, it will be noted that with 100 watts of effective radiated power the Grade A contour extends to a radius of 2 miles from the transmitter, and the Grade B contour to a radius of 5 miles. Increasing the effective radiated power to 500 watts increases the radius of the Grade A contour to 3.2 miles, and that of the Grade B contour to 7.7 miles. It can be safely assumed that any viewer within the limits of the Grade B contours will receive very acceptable service.

Also, since the FCC propagation data were compiled several years



Roger J. Houlglum

ago when TV receivers were far less sensitive and stable than they are today, there is every reason to believe that there will be a substantial number of viewers receiving satisfactory service well beyond the limits of the Grade B contour, particularly if they have a modern receiver and an effective antenna.

● AT PRESENT, there is no specific information available as to the additional cost of increasing the effective radiated power from 100 to 500 watts. This could be accomplished either by installing a

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Book Reviews

CLOSED CIRCUIT AND INDUSTRIAL TELEVISION by Edward M. Noll. Published (1956) by the MacMillan Company, 60 Fifth Avenue, New York 11, N. Y. 227 pages plus 3-page index, illustrated 6x9 \$4.95 paper bound.

● THIS BOOK is primarily a technical book. Its purpose is to "present information about closed circuit television systems available and to suggest some of the ways in which such systems can serve modern needs." In the opening chapter, the author describes a number of services which are already being performed by closed circuit television and describes many practical examples. To those who contemplate the use of closed circuit television in a business or industrial plant, we suggest that this first chapter is required reading.

Perhaps it might be well to quote a definition from the book. "Closed circuit television is simpler and less expensive than broadcast television, since it consists basically only of a camera, a power supply, a pulse generator, and a viewer. Since the signal in closed circuit systems is ordinarily carried from the camera to the viewer by wire, several complicated and costly steps of broadcast television are avoided."

The remainder of the book is quite technical and is primarily for engineers or technicians only. The

basic systems of picture transmission are described, beginning with the principles and capabilities of the system. The scanning process is covered in detail followed by a full treatment of camera tubes and circuits. The author covers fully the characteristics of the vidicon, the electrostatic iconoscope, the image dissector, and the vericon which are used by various manufacturers of closed circuit industrial television equipment.

● VIDEO amplifier systems are next treated with methods employed for high and low frequency compensation, and phase correction. The use of the cathode follower, high peaker, D-C reinsertion and brightness control are covered. The theory and operation of the synchronizing generator is fully explained with features of the operation of interlaced and non interlaced generators outlined and presented in detail. The operation of the RCA interlaced sync generator for use with the Vidicon camera tube is given in detail including schematics. Its vertical and hori-

Continued on page 27

Shouldn't Teachers Be Consistent?

● SHOULD NOT teachers, to be consistent, recognize the power of radio and television by doing everything possible to make these media of maximum educational effectiveness?

Advertisers, we know, spend millions of dollars on radio and television programs because there is evidence to prove that programs can be produced which will secure, from home listeners and viewers, favorable reactions toward products or services, with a consequent increase in the income of the advertisers.

Teachers, parents, child development experts, psychologists, and psychiatrists constantly complain about the bad effects which certain types of programs have on children. They urge that something be done to delete the undesirable elements or to discontinue such programs. These undesirable effects, it should be pointed out, have been clearly demonstrated.

It thus appears that there is common agreement from both sides of the camera and microphone that broadcasting can and does affect listeners and viewers. Are we teachers, with such facts before us, going to be consistent? Or will we be guilty of the dubious logic

of the late Mayor James J. Walker of New York who is said to have opposed censorship on the ground that no girl was ever ruined by a book, without realizing that to believe this was to imply that no girl was ever helped by a book?

Of course radio and television do affect individuals, either for bad or good, depending on the program. Our whole system of education at all levels is based on the well-established theory that environment does make a difference—that individuals are affected by what they see, hear, and do.

● WHAT OBLIGATIONS do teachers then have if they are to be consistent?

1) They should utilize existing radio and television programs, from whatever source, which have promise of making teaching more effective.

2) They should assist in every practicable way to bring about the early construction and operation of educational television and radio stations in areas not presently served by such stations.

3) They should assist, whenever they can, in the production of educational programs, especially for

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Interest supplants panic.

TEACHERS LOOK AGAIN

● IN A SHORT, amazing decade, the teacher's attitude toward commercial TV has changed dramatically from panic, to fear, to respect, to eager interest. What is behind this amazing switch in values?

First, Davy Crockett gave us an idea. If one TV hero could clean out a single library shelf, why couldn't we anticipate reading interests generated by all kinds of TV programs? Librarians quietly began to print lists of books based on TV schedules. And this fall, *Elementary English*, the official grade school journal of the National Council of Teachers of English, began a special department, "Wide, Wide Worlds: The Popular Arts in the Classroom." The Women's National Book Association in New York is preparing book lists based on new programs that we have a hunch will interest children: "Circus Boy," "Sir Launcelot," "Buccaneer," and the Danny Kaye-Ed Murrow show on UNICEF are our first guesses. These monthly book lists, accompanied by descriptions of the programs and suggestions for

their use in the classroom, will make it possible for elementary teachers throughout the nation to build "Popular Arts Libraries" in their schools. Children can go to them to find out more about ideas presented on "Mr. Wizard," "Let's Take a Trip," or one of the adventure series.

If the grade-school teacher figures she can make commercial TV work her side of the street, the high-school teacher has already decided that TV drama is the biggest shot in the arm for teaching literature

By **PATRICK D. HAZARD**

Professor of English, State Teachers College, Trenton, New Jersey.

in a generation. More of us than would dare admit it have shuddered to think how many students have been soured forever on the mature excitement of Shakespeare by our necessarily limited presentation of the Bard through print. It's rough enough for teenagers to try to fol-

AT COMMERCIAL TV

Why have attitudes changed?

low the story in the "foreign language" of Elizabethan English; to expect them to derive pleasure from the subtleties of character and motive is impossibly remote—until they can *see* the play. I shall never forget the difference that Maurice Evans and "The Hallmark Hall of Fame" made in my teaching of *Macbeth* to high school seniors. The year before the telecast I had to spend considerable time trying to indicate simply what happened; the Evans production enabled me to proceed at once to a discussion of the play as a work of art.

TV drama in general has an enormous potential for teaching literature. For everybody can now be a first-nighter. TV has *destroyed* the dramatic hinterland. Main Street, actually Side-Street, USA., has become the Great White Way. Sensing this trend, *Scholastic Magazine* began two years ago to print a weekly schedule of TV programs with educational value. Last year, *Scholastic Teacher*, a teachers' professional magazine, started a series of "Teleguides," which give a teacher enough information about

a drama or a documentary to enable him to assign it for class credit. "Cyrano," "The Devil's Disciple," "The Corn is Green," and "The Taming of the Shrew" were among the choices.

● LAST MARCH, *The English Journal*, NCTE magazine for high-school teachers, revealed its awareness of the potential of commercial TV by printing a study guide for Olivier's *Richard III*, prepared by Frank and Audrey Hodgins of the English Department at the University of Maryland. Teacher response to this was so good that the *Journal* has started a regular monthly feature, "The Public Arts," designed to help English teachers make the most of the mass media whenever their content is relevant. A study-guide for Shaw's *Man and Superman* (Hallmark, November 25) appeared in a November issue. Plans are under way for a "Shaw Festival" to be held in the nation's literature classrooms the week before the telecast. This would be a kind of "educational spectacular" dramatizing the im-

portance of Shaw as a writer.

Clearing House, a national magazine for junior and senior high-school teachers, published by Fairleigh Dickinson University, Teaneck, New Jersey, began a department, "TV and the Newer Media," last February. Edited by Henry B. Maloney and Myles Platt, Detroit high-school teachers, it has featured material on "High Tor," "Moby Dick," "The Importance of Being Earnest," and Paddy Chayefsky. In the next issue, there will be discussions of "Born Yesterday" Project 20's documentary on World War I, and Ballantine's new paperback anthology of first-rate TV plays. This inexpensive (35c) anthology makes it possible for high-school students to appreciate contemporary as easily

as traditional excellence. (The book is a November selection of the Teen Age Book Club.) English teachers feel strongly that they have an obligation to honest young writers like

For the high school literature teacher, TV drama is the biggest shot in the arm in a generation.

Robert Alan Arthur, J. P. Miller, and Reginald Rose as well as to Shakespeare and Shaw. It's silly to cheer about literature of value in the seventeenth century when one is silent about important creativity coming into our own living rooms. In fact, we probably need to pay *more* attention to those writers creating today; the old standards will survive; the good TV playwright can get lost in the Trendex shuffle.

● THIS IS HOW TV helps us do better what we've been trying to do all along. But the electronic box in the front room is doing much more than that: it is introducing *all* people to *all* the arts. Think of the millions who saw their first opera, their first ballet, their first concert music on TV. "Omnibus" has put jazz buffs

CHARLES COLLINGWOOD and wife look for possible CBS "Odyssey" material in Mexico's Acolman Monastery built in 1580. The program will examine man's experience throughout history.



forever in its debt by Leonard Bernstein's inspired explanation of his own love for America's unique contribution to musical culture. Agnes DeMille narrated a superb introduc-

Teachers have become so busy making use of outstanding material on TV that we have little time or inclination to gripe about the rest.

tion to ballet on the same series. "Camera Three" has explored the work of painters like Toulouse Lautrec and Goya and given another nice push to jazz appreciation with its recent Gerry Mulligan-chamber music session. The magazine concept shows interview creative people like Robert Frost, Frank Lloyd Wright, and Ben Shahn, taking the hex off "Culture" by showing that artists are human. Now that Robert Herridge has graduated from sustaining shows to night-time drama, teachers can interpret his imaginative theories of orchestrating all the arts in TV drama, as in the dance sequences in his adaptation of Steinbeck's "Flight" and the music in the recent "Ballad of Yermo Red." The English teacher is generally not prepared to range this widely among the arts, but it's a simple matter to assign such programs for themes or oral reports, thus immeasurably enhancing student horizons. Commercial TV, in fact, is way ahead of many educators in its treatment of

the contemporary arts such as jazz, architecture, industrial design, and movies.

It would be a mistake, however, to leave the impression that teachers are completely satisfied with TV. Far from it. We still feel that the trivial and mediocre far outstrip and (outpoint in the ratings) those programs that fire our imaginations. But we have become so busy making use of outstanding material that we have far less time (or inclination) to gripe than before. And we are confident that if we give our students a chance in the classroom to talk about what they see and like (good, bad, and indifferent), they will gradually grow to enjoy the best. We'll assign the best shows because we agree with Professor Edgar Dale that good taste comes from tasting good things. Hamburger after all is dull after a few juicy steaks. And TV, to its credit, is making it possible for the common man to taste the best if he wants to.

Finally, the good teacher knows that conscious choice is the first step toward mature taste. Even a magazine like *TV Guide* is educa-

That electronic box in the front room is introducing all the people to all the arts.

tional in the hands of an imaginative teacher. For when one takes time to decide what to watch, he is

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Radio Music Programming

Philosophy, operational details from a top educational station

● YOU CAN CHAIN a terrier to a desk, and force it to listen to all the symphonies of Beethoven, without changing its opinion one jot as to the relative delights of rat-hunting and classical music; and the same thing is true, in its degree, of mankind. The real point is that most of us, far from being chained to the desk, never get the chance of finding out whether we can appreciate great music or not."

This remark was made by George Bernard Shaw in 1894. Shaw, by the way, was one of the greatest music critics of all times.

His remark is still pertinent in considering programming good music on a radio station. If people are exposed to good music — and even great music — they're more likely to come to like it, naturally, than if they never heard it at all. You might ask why the public should like good music? Why do people like the best of anything: music or art or sculpture or books? Supposedly, an acquaintance with and an appreciation of good art or good music help us in our understanding of life, and especially the spiritual part of our individual lives.

Albert Schweitzer has said: "In every true artistic perception there come into action all the feelings and ideas of which a man is capable."

It seems that once a person ac-

By MARJORIE LUNDIN

Music Director, W U O M-WFUM, University of Michigan, Ann Arbor. From a speech to the Wired Radio Conference, University of Michigan.

quires a liking for good music he wants more good music, and he continues to like good music for the rest of his life. Serious music gives him a chance to develop his tastes — in fact, he never exhausts the possibilities of developing himself and his tastes through serious music. In the vast storehouse of great music there can never be a final goal, a point of satiety, or in the greatest of music, a boring banality. Every time you hear a great piece of mu-

sic it's possible to hear something new, something fresh, and, perhaps something inspiring.

We can safely say that good music is *good* for people. It certainly can't do anything but elevate their tastes, if they give it a chance. And this brings us back to G. B. Shaw—that the thing we've got to do is *give* people the *chance* to listen to good music. This, of course, radio is eminently suited to do.

● ON SOME OCCASIONS when I've been invited to talk on music programming, the host has suggested, with varying degrees of subtlety, that "You don't have to be highbrow." My usual response is "That's all I can be; I can't be anything else."

You see, our broadcasting at the University of Michigan is on a rather high cultural level. We feel that, as an educational station, we must give people the best—the best in dramas, in talk programs, in music, in newscasting, and so on—insofar as we are able to. We entertain a theory that by exposing people to the best, we can perhaps raise their tastes and their understandings and thereby educate them.

We still do a lot of thinking about what we should put on the air. We wonder whether we are giving people what they want, and then, of course, we wonder whether what they want is what they ought to have. We feel we have a responsibility to *stretch* people's ability to understand and to accept new ideas and to develop their tastes. We therefore do not program *down* to

people, but rather, we program *up* to them. There is no condescension on our part (at least not consciously). We expect a lot from our listeners, and they seem to respond favorably.

You will, therefore, hear no giveaway quiz programs on our stations, no rock-and-roll, no soap operas. We have very little so-called "popular music," and of course we have no commercials. About 69 per cent of our broadcast day is devoted to good music.

All of these music programs are created in terms of *leading* people rather than in terms of *following* them.

Before I come to setting up good music programs, I'd like to tell you what we know of audience reaction to this concept. We canvassed recently 5,000 listeners on our mailing list. About 30 per cent (incidentally, that's really a phenomenal response) responded. Most (a total of 683 of those who responded) wanted classical and light classical music. The next category, in order of preference, was *drama*, and that had 129

**All our music programs
are created in terms of
leading people rather than
of following them.**

votes. This showed us that we have built a receptive audience for good music. At least one listener wrote at the bottom of his questionnaire:



"WUOM has provided the principal spark for my awakening of classical music pleasure and to the background required to acquire a record collection of merit."

Another listener wrote: "I am grateful beyond expression for the privilege of listening to broadcasts of countless priceless recordings of great operatic numbers, symphonies, marches, and overtures." Of course, we had some criticisms, too, but not so very many (and we took them to heart) and we also got some useful and constructive suggestions. The response was overwhelming, however, in approbation of what we are doing.

● WITH THE HOPE that I've convinced you to devote much of your broadcast time to *good* music—how do you go about setting up these music programs?

Seven and a half years ago, when I joined the staff of the Broadcasting Service here, we had no music department. Each announcer programmed his own music, and announced it. No one person was in charge of these operations. The selection of music was somewhat haphazard, as were the remarks said about the music, and, at times, the pronunciation of composers' names. The very first thing for the

A MUSICAL WASHING is hung out by Marjorie Lundin as she salvages the publisher's printed description of each recording for WUOM files.

new music department to do was to see that the information given out was correct, and that names and titles were correctly pronounced. This gave us a start in the right

It is up to us as educational broadcasters to maintain and whenever possible to raise the standards of our programs.

direction, and "cleaned up the operation," so to speak. Next, using the records we had available, we began some *advance* programming of music, trying to present balanced programs of good recordings. And then the music staff began writing the continuity read by the announcers.

Meanwhile, we gradually built up our record collection, and we revised our method of filing the discs and reference cards. We were eventually able to expand the number of music programs, and give our listeners a far wider variety of good music. We also expanded our facilities for broadcasting *live* concerts, from the various recital halls and auditoriums on the campus.

Many schools begin broadcasting on the proverbial shoe-string. How do they begin programming good music? In my estimation, one of the best things is to talk a music-major into helping. Someone majoring in music on your campus would probably be the best-qualified to make recommendations for

the selection of recordings. That person would also know something about the various kinds and styles of music that would make up a good program. And he could advise announcers on the pronunciation of names. Often, the student music director can serve also as the announcer on music programs.

If you can't find a music-major a hi-fi fan might be your next-best choice or, simply, a connois-

Seek people who are enthusiastic and know what they are doing.

seur of good music. At any rate, it's almost imperative in launching a program of serious music to have people who know what they're doing—and who have enthusiasm for the task.

But suppose no qualified person is available? You can still present fine music by using some of the packaged-record programs, such as RCA's "Music You Want" series, or transcription services such as SESAC or RCA's "Thesaurus." In all of these services (and I'm sure there are others) you can get the recordings and a complete, ready-to-use script accompanying each program. Just read the copy (accurately, please!) and spin the records.

● **HOWEVER**, as soon as you can do so, it's well to begin making

your own selections of recordings. There are a number of good books on the market that tell how to build a record library. A particularly valuable guide is the monthly *High Fidelity* magazine, which contains good reviews of all new recordings. Also, the *New York Sunday Times*, the *Saturday Review* and *Time* magazine all have reviews of new recordings.

Before you can make your selections for a music program you will have to time your recordings and you should, of course, audition the discs for musical and acoustical quality.

When you actually sit down to plan your music programs you must decide how you're going to put the selections together. If you have a number of music programs on the air, you can devote each one to a specific category: an all-symphonic program, a program of string quartets, a recital of piano music, and what not. However, if your music time is limited, you might want to offer a sort of variety program. This kind of program, incidentally, is probably best for the beginning listener, too. Usually in

Faulty pronunciation can ruin a music program.

making out a music program, selections are presented in chronological order. If you are programming Bach, Beethoven and Bartok, for example, you would probably play

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Television Goes on Tape

Recording of TV on magnetic tape
now has become a bright reality

● ALMOST FOUR YEARS ago the experiments exploring the possibilities of recording television programs on magnetic tape, and its bright promise for the future were reported in these columns. ("Tape for Television," by Philip Lewis, *AERT JOURNAL*, March, 1953). It is a real satisfaction at this time to be able to follow up with a record

By PHILIP LEWIS

*Principal, Herman Felsenthal
Elementary School, Chicago,
Illinois.*

of actual and successful implementation of this revolutionary device so that workers in the field can consider the advantages offered by it in their specialized fields.

On June 26, 1956 at Hollywood's CBS Television City, television cameras were focused on members of a conference. A closed-circuit system with viewing monitors allowed the group to see itself on

camera. Simultaneously, the same images were being magnetically impressed on an Ampex Videotape Recorder. Playback of this taped record was intermixed with live pickup reproduction to permit close comparison of their relative fidelity. As a result of these trials and others of a similar nature at later dates, enthusiastic comment was expressed by both technical and management executives over the simplicity of operation and the quality of reproduction of the machine under widely varying lighting and programming conditions.

● HOW IT WORKS:—The console model illustrated looks like an overgrown version of the regular audio tape recorder, but incorporates many ingenious innovations. The tape employed has a Mylar base .001 in thickness, is two inches in width, and 12½" reel of this material (4800 ft.) pulled at a speed of 15 inches per second will record or play back 64 minutes of material. The device that makes quality recording possible at this comparatively low tape speed where a re-

sponse of 4,000,000 cycles is required is through the employment of a head that rotates at 14,000 r.p.m. as the tape moves by at 15 inches per second. This head assembly has four small magnetic heads located at 90° intervals about a small rotating disc, and gives an effective tape speed sufficient to record and reproduce all of the video electrical signals in the television picture. The sound that accompanies the television picture is recorded in the same way as on a conventional recorder. The sound track runs along the edge of the magnetic tape and insures that sound and picture are always in perfect synchronization.

Rewind time for the full reel is less than three minutes, and the machine can be stopped in approximately the time it takes for about two inches of tape to be pulled past the head. Picture resolution and detail achieved with the Videotape Recorder is far beyond the capabilities of the average home television receiver, and individual tapes have been rerun as many as 100 times without losing quality.

Once the Recorder has been adjusted, operation is a simple matter of pushing a few buttons, and recordings are ready for playback immediately after rewind without any processing involved. Gray scale reproduction characteristics are identical to that obtained with television cameras on a live show, and are superior to results obtained from even the best kinescopes.

● *ADVANTAGES FOR THE*

TV INDUSTRY:—CBS News film is exploring the possibilities of organizing a national newsreel service that would transmit newsfilm on the coaxial cables connecting their affiliates during off hours when the cables must kept "hot" anyway. A subscriber to this service would use the Videotape Recorder to store the program for subsequent telecasting according to local programming schedules. This same type of delayed broadcast is being discussed as the answer to the important problem of originating East Coast programs for viewing by West Coast audiences despite the time difference involvement.

The ability to erase the magnetic tape after a delayed program has been played back into the network, and then to reuse the same tape to record a different program is a vital factor in reducing annual costs. Another money-saving application would be to cut production costs by using a single-shift studio crew and recording all live shows on tape during their working hours. The programs could be played back later from the Videotape Recorder to coincide with programming times.

The re-running of finishes of races, K. O.'s in fights, and thrilling climaxes of football and baseball games lend themselves readily to the capabilities of this versatile recorder. Similarly, the Videotape device can be installed in mobile trucks for use with cameras for special events pickups which cannot be easily microwaved back to the station, or which occur unexpectedly and do not allow time to



VIDEOTAPE recorder (console model) records full hour program on a single reel of magnetic tape.

make other arrangements. Taped commercials, too, can be changed within minutes of air time with little or no additional cost.

At present the Recorder cannot achieve the quality attained by commercial motion pictures. It has been suggested, however, that as refinements are achieved in this direction that the Electronicam system, or some similar arrangement, be teamed up with the Videotape machine to replace film techniques now used in Hollywood. Research is also going forward to adapt the device to successful color TV recording.

No tape duplicator device has been manufactured thus far, but this facility will be produced as the demand grows, and could conceivably replace the use of duplicate motion picture film prints, and projectors as we now know them.

Five prototype machines have been allotted to CBS and three prototype recorders to NBC at a cost of \$75,000 per unit. However, production schedules for more than 100 units have been set, with delivery of the first production units slated for February 1957. These latter recorders have been priced at

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● NATIONAL BROADCASTING COMPANY, has announced through President Robert W. Sarnoff that NBC in 1957 will provide the first live programming ever to be produced expressly for educational television stations on a national basis.

"It is NBC's plan, during 1957," Mr. Sarnoff said, "to furnish specialized educational programs to all of the nation's non-commercial educational stations. These programs will be produced in our studios and furnished live to the educational stations over our network lines."

The NBC President said the programming service will be provided at no charge to educational stations. NBC has committed more than \$300,000 for programs, production facilities and personnel in connection with the 1957 project. He also announced that the Educational Television and Radio Center at Ann Arbor, Michigan, which has received funds from the Ford Foundation, is supplying the local loops to connect the educational stations with NBC network lines and is consulting closely with NBC on the design of the programs.

"These programs will be tele-

cast during an afternoon time period which does not conflict with our regular schedule," he declared. "They will also be kinescoped for repeat broadcast or subsequent classroom use, thus creating an important and enduring educational television library."

● MR. SARNOFF said that the educational programs to be provided by NBC next year will consist of three half-hour presentations each week with instruction in mathematics, the humanities and government. The project will extend through 26 weeks in 1957, beginning in March for 13 weeks, and resuming in October for another 13-week period. Each of the three program series will be conducted by experts in the field; James R. Newman, author and editor of "The World of Mathematics," already has agreed to supervise the mathematics course.

"We see our 26-week project as a demonstration operation," Mr. Sarnoff said. "We believe that when our project terminates at the end of 1957, its values and lessons can be carried forward in ways that will help enrich the whole future of education by television."

● NAEB PRESIDENT Burton Paulu is the author of a book recently published by the University of Minnesota Press, *British Broadcasting: Radio and Television In the United Kingdom*. Dr. Paulu who is manager of the University of Minnesota radio station, KUOM, did the basic research for the book as a Fulbright scholar in London in 1953-54.



● A 20TH ANNIVERSARY was celebrated by WQXR, New York, December 3. The first radio station to specialize in the presentation of classical music and news now has an audience numbering 885,000 families in the New York metropolitan area alone.

On the air 19 hours a day, WQXR offers symphonies, experimental compositions, operas, chamber music, vocals, operettas, show tunes, and a weekly jazz session. The last was begun in 1954 to give listeners a better understanding of a characteristically American art form.

Mrs. Helen Straus is program director.



● A SEMINAR-WORKSHOP on World Affairs Programs on Radio-TV will be conducted by the Social Science Foundation and the School of Communication Arts, University of Denver, June 24 to August 23, 1957. Some all-expense fellowships are offered for the

nine-weeks course. Those interested may ask for further information of The Director, Social Science Foundation, University of Denver, Denver 10, Colorado. Deadline for applications and supporting papers is March 1, 1957.



● SERIES BEGUN recently by WQED, Pittsburgh, include "RX-TLC" — the story of nursing, "Shakespeare on TV," and "The Humanities."

The nursing series is given by Sister Sara Marie Healy, instructor in nursing at Mount Mercy and will consist of seven programs.

Returned to the station by popular demand is Dr. Frank Baxter who will discuss "Romeo and Juliet," "Richard II," "Twelfth Night," and "King Lear."

The 13 half-hour humanities programs will deal with modern drama, short stories, poetry, novels, modern art, music, and an overall view of these arts of today.



● WQED'S *Schoolltime* begins a kinescope series entitled *1040-A*. Presented by the Internal Revenue Service to instruct employed high school students in filling out tax forms, it explains our tax system and the expenditure of the budget dollar to them (as well as to the general public). *1040-A* will be a supplement to the mathematics and Problems of Democracy segment of the school curriculum.

● GRANTS-IN-AID totaling \$44,920 for educational radio programs have been awarded by the Educational Television and Radio Center upon the recommendation of NAEB.

Receiving the grants are the University of Wisconsin, Madison; San Bernardino Valley College, San Bernardino, California; Florida State University, Tallahassee; University of Minnesota, Minneapolis; the University of Michigan, Ann Arbor; Lowell Institute Cooperative Broadcasting Council, Boston, Massachusetts; and the Pacifica Foundation, Berkeley, California.

Radio programs which will be developed under the grant cover a wide range of subjects from a sociological study of American women to an exploration of Sigmund Freud's theories and writings.



● APPOINTMENT of Nobel laureate Dr. Glenn T. Seaborg as senior adviser in the sciences for the Educational Television and Radio Center has been announced recently by Dr. H. K. Newburn, president of the Center.

The University of California professor of chemistry and chemical engineering is "star" of the NET series, "The Elements."



● TYPEWRITING may be taught more effectively by television than by an instructor in the classroom, according to results of a study by the Bureau of Business Research

at Michigan State University. In the experiment, conducted by William R. Pasewark, it was found that TV-taught students not only learned to type faster but also made fewer errors than students taught by the conventional classroom method.



● TODAY'S CAREERS is a Fairleigh Dickinson University (Rutherford and Teaneck, New Jersey) series devoted to giving information on various fields of endeavor. Discussions are by leading figures in the fields.



● A RECENTLY revised list of educational radio and television stations has been sent to each station by the U. S. Department of Health, Education, and Welfare. Mrs. Gertrude G. Broderick, Radio-TV Education Specialist, who prepared the list says that additional copies are available on request to the department, Washington 25, D. C.



● EDUCATIONAL, CULTURAL and civic institutions or organizations planning a television workshop as a first step preparatory to the production of programs for television have available an excellent publication for use in preliminary planning. The writer refers to a publication of the National Social Welfare Assembly entitled, *Case History of a Television Production*

Workshop for National Agency Staff Members.

The publication is a session-by-session report of what actually took place during the two-day period of the Workshop, June 13-14, 1956, when 24 representatives of national organizations became students to learn all they possibly could in that short period about producing television programs. The teachers were drawn from networks, stations, institutions, and agencies in New York. The facilities used

were those of New York University.

This 26-page mimeographed document costs 25 cents and can be secured by writing to the Assembly at 345 East 46 Street, New York 17.—Tracy F. Tyler.



● DEPARTMENT OF rectification: cutline on page 26, January issue, should properly locate station KSLH in St. Louis not Denver.

Music Programming

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them in that order. This is not an iron-clad rule, but in general the chronological idea is a good one.

After you have your compositions selected, you will probably want to write some program notes. These should be as clear and understandable and non-technical as possible. It's best to make these comments fairly short, and always interesting. Of course, you should see to it that all names are pronounced with the utmost care and accuracy. Faulty pronunciation can ruin a music program. There are written pronunciation guides which you can buy, and there's also at least one disc on the market that gives verbal pronunciations of composers' names and compositions.

It's a good idea to have a book

or two around that will give you background information on music and musicians. Baker's *Dictionary of Music* is a good one, as is Thompsons' *Encyclopedia of Music and Musicians*.

Once you begin collecting your own LP's, you have the problem of filing them. We have found that the simplest way for us is to take the records from their original jackets and put them into plain brown record sleeves. We number the records (and sleeves) consecutively, and file them without regard for composers' names, titles, record companies, and such. All this latter information is put on cards and filed under several cross-indexes in small file drawers. If we want to find a specific record, we go to

these cards for the record sleeve number. We find that our system has worked very well over the years.

What about the original jackets that the records came in? We want the information on the back of the jackets, but we don't have filing space for the whole thing. At WUOM, we've devised a method of soaking off the back page of the jacket, the page with the information on it, drying this page, and filing it in our large folders on each composer. If we'd filed all the original jackets we would have been forced out of the music library long ago for lack of space. As it is now, our sheets occupy one business-size metal file cabinet.

After you've established operation, you need continuous ideas for putting selections together. For instance, you might on occasion want to have an all-Mozart program, or an all twentieth century program, or an all-American program. These are just gimmicks to hang programs on—but they're nice gimmicks. Or you might want an all-Heifetz program, or a program of only "recent releases." Often, these gimmick-type programs are more fun to do and more fun to listen to than a program with no central idea. Occasionally we've had programs of only *ballet* music, or only *folk* music, or only *flute* music. It's sometimes fun to let your imagination go. Right now I'm working on a rather extensive series of programs on *Swedish* music. A few months ago, we had a series on *Japanese* music. I might add, parenthetically,

that we carry music programs produced by the British Broadcasting Corporation, the French Broadcasting System, Radio Italiana, Radio Nederland, and the Association of German Broadcasters.

In closing, I'd like to return to the thought with which I began: that it's up to us, as educational broadcasters, to *maintain* and whenever possible, to *raise* the standards of our programs. In general, radio programs on the commercial networks have deteriorated steadily. Writing about this in the *New York Herald Tribune*, John Crosby has said: "I feel that it is immoral to put shoddy programs on the air deliberately. The striving downward in radio has reached into programs in insidious ways. There is the comedian who throws out a joke because he feels it a little too elevated for his audience, the quizzes which degenerated from "Information, Please," to a level of idiocy, the selection of dramas of the lowest common denominator. This imperceptible cheapening of programs did not go unnoticed by the listeners. The average listener may not be a coherent critic in the sense that he can put his finger exactly on what is wrong, but he is a very good critic in the sense he knows something is wrong. He may not be driven away from the program, but the intensity of his satisfaction in it is sharply reduced."

I'd suggest that all of us make an earnest effort to present radio programs that are going to bring a real, and, if possible, a lasting satisfaction to our listeners.

Book Reviews

Continued from page 8

zontal deflection circuits are explained.

In the chapter on commercial cameras the operational and adjustment procedures of the Dage system are given as well as that for the RCA TV Eye Camera and control unit. There is also a brief treatment of light, basic optics and lenses. The features and specifications of the Kay Lab system are also included.

The final chapter gives details for constructing an experimental closed circuit camera employing the 5527 iconoscope camera tube. The author states that this camera may be built at a cost of a few hundred dollars

including the camera tube which costs \$150. The camera, video amplifier, and modulator-oscillator are built in a 15x7x3 inch chassis which is mounted above a similar chassis containing the pulse and power generator, making the complete unit 15x7x12. A standard television receiver is used as a monitor.

For its size the book contains a great deal of technical information. It should prove worth while as a reference book, as well as providing much useful information for technicians serving the equipment. — CECIL S. BIDLACK, *NAEB TV Engineer*.

Quotations From -

TELEVISION IN THE MAKING, *edited by Paul Rotha, Hastings House, New York, 1956.*

"Video-tape, they say, can be played back almost immediately . . . Once again it is in the service of speed and intimacy, slashing the time for thought and skill . . . Perhaps television will, by cutting out the middle-man, by piping its product direct to the viewer, find more opportunity for the creative artist

who has been so frustrated in the cinema? Perhaps we may see ahead the day when, by providing the lowest possible kind of entertainment, television will allow the film to grow to adulthood?" (Introduction, page 20)

From the Chapter "Television for Children" by Michael Westmore

(BBC Producer of Children's Programs):

"Before (radio) (parents) were to their children the interpreters of the world and the unquestioned arbiters of taste. (Now, television) places the people behind the sets . . . in the studios . . . in a position of great responsibility because, however unimportant the individual programme may seem to them, the impact on their audience is tremendous and the possible results incalculable. I say 'however unimportant' because, in the hurlyburly of television production, it is sometimes very difficult to remember these facts. For people working in television the fact that the programme goes on at all is often such a miracle that the end product is forgotten. I do not defend this state of affairs but must recognize its existence." (Pp. 83-84)

From the Chapter: Criticism in Television," by Peter Black (TV and radio critic, London *Daily Mail*)

"I suggested earlier that the television critic has consolations for his lonely and peculiar life. It is true that, compared with his colleagues of the theatre and cinema, he appears to have little influence and less power. But the job of a critic does not end with these. There

is also the obligation to reflect, sustain, and increase interest in whatever medium he is writing about. It must be obvious that here the television critic can have great potential influence . . . The opportunities open to a television critic are in direct proportion to the enormous public interest in television. To argue that, because television programmes are fleeting, criticism is useless, is to pick up the stick by the wrong end. It is because television is fleeting that criticism is so important . . . It is important that programme producers, who are working for the public, should have their work acknowledged. . . . The obligation to be constructive is pressing. Critics of other entertainment are recommending their readers to buy it or to leave it alone . . . The television critic has to go further and describe how, in his opinion, a programme could have been made better . . . There are two ways for a critic to keep on friendly terms with the readers who pay his salary. The dangerous way is to try to get inside their minds and flatter their judgment by agreeing with it. The other, and safer, is to pay them the compliment of honest thought . . ." Pp. 168-170—H. J. SKORNIA, *NAEB Executive Director*.

UNTIL COMPLETION of its new sanctuary, Shiloh Congregational Church in Dayton, Ohio is using a closed TV circuit to enable overflow crowds in a church parlor and near-by hall to see and hear its Sunday services.

—*The Christian Century*

Low Power TV

Continued from page 7

higher gain antenna for use with the 100-watt transmitter, or by purchasing a 500-watt transmitter for use with the original antenna.

Based on the best information available at this writing, the latter approach would be more economical, and would at the same time provide better "fill-in" coverage in areas not in a direct line of sight from the transmitting antenna.

It is estimated that this substitution of a 500-watt for a 100-watt transmitter would not increase the cost of the total station installation by more than \$3,000. At the same time there would be a nominal increase in the operational expense because of additional power consumption and increased tube replacements costs.

On a comparative basis, the population served by the 100-watt and 500-watt station were determined to be as follows:

100 WATTS

Within Grade A	47,865
Within Grade B	22,441
Total served	70,306

500 WATTS

Within Grade A	55,932
Within Grade B	26,796
Total served	82,728

Although these population figures

do not compare favorably with those of commercial TV stations, they are definitely encouraging, and certainly large enough to justify the existence of the educational station.

● **IN CONCLUSION**, the advent of low-power telecasting equipment offers educators an unusual opportunity to construct and operate their own educational TV station for a surprisingly modest original investment, a figure comparable with the cost of a modern, well-equipped classroom. At the same time, since the transmitter and accessory equipment use comparatively inexpensive tubes operated at conservative voltages and currents, operational costs are only moderately higher than those of a standard educational FM broadcast station.

Certainly America's educators should be giving immediate consideration to the construction and operation of such a low-power station on their locally reserved channel. Once the station is on the air and the staff trained, attention can be given to improving the studio facilities, expanding the program schedule, and extending the station's coverage through increased power. Meanwhile, education has staked its claim to one more of those invaluable television channels.

Teachers, TV

Continued from page 13

not far from taking the time to decide whether what he watches is worth his time at all. A cooperative newsdealer in Lansing, Michigan made it possible for me to sell *TV Guide* at cut rates to my students. This was a bargain for both me and them. They liked the savings; I was happy to see them become selective in their televiewing. They surprise you with their ability to distinguish the first-rate from the phoney. As long as TV has its peaks of achievement, there is little cause to panic about the many dreary valleys in between. For if we can get our students excited about climbing those peaks, producers may be surprised in a generation at how empty the many valleys have become.

Taped TV

Continued from page 21

\$45,000 each, and estimates have been made that cost might be reduced to as little as \$25,000 within several years. Videotape Recorders will be available in the console model, weighing 1100 pounds, or in a rack mounting adaptation, weigh-

ing 1250 pounds.

As soon as the price is reduced due to increased production and sales, educational institutions will find the Videotape Recorder the real answer to the bottleneck of in-school televiewing. Live programs can be taped and distributed via closed-circuit systems at times compatible with the class schedules. Telecourses can be handled in the same way, and scores of additional applications will suggest themselves in all fields of instruction.

Consistency

Continued from page 9

subject matter areas not presently served by programs.

4) They should become familiar with current programs of all types so as to be better informed as to program availabilities with the end in view of preparing their students to be more discriminating listeners and viewers.

5) They should encourage individual parents and groups interested in child development to use every legitimate means which will result in better commercial radio and television programs.

The writer knows that many teachers have already accepted their obligations with respect to radio and television. May the number of such dedicated teachers grow until it includes the entire profession!—
TRACY F. TYLER, *Editor*.

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A E R T D A Y

D e s h l e r - H i l t o n H o t e l

Hall of Mirrors

April 17, 1956
Columbus, Ohio

Sponsored By The
ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION

Tuesday, April 17 -- Hall of Mirrors

9:00 A.M. - Reception and Coffee Hour
Registration for Luncheon

10:00 A.M. -- Opening Session -- On Radio

Presiding: Leo A. Martin,
AERT President

Address: "RADIO IS HERE TO
STAY?"

Dr. Edgar E. Willis,
University of Michigan

Panel Discussion: "RADIO DRAMA TODAY"

Participants:

Dorothy Klock, WNYE, New York City Board of
Education, Chairman

Ron Dawson, Ann Arbor Public Schools,
Ann Arbor, Michigan

Mrs. Evelyn Hall, West High School,
Columbus, Ohio

Julia Mary Hanna, University of Detroit

Ola Hiller, Administrative Assistant in
charge of Communications, Flint Public
Schools, Flint, Michigan

Sister M. Rosalie, S.C., Catholic School
Board, Pittsburgh, Pennsylvania

Demonstrations: Creative Radio Drama in
Elementary Schools
High School Radio Workshop

12:15 P.M. - ANNUAL LUNCHEON MEETING

Maramor Restaurant, 137 East Broad Street

Hostess: Mrs. Gertrude G. Broderick,
AERT Past President

Speaker: Edward Stanley, Manager of Public
Service Programs, National Broad-
casting Company, New York City

2:15 P.M. - AFTERNOON SESSION - ON TELEVISION

Hall of Mirrors

Panel Discussion:

"TEACHING BY CLOSED CIRCUIT TELEVISION"

Participants:

Edward Stasheff, AERT Vice-President
Chairman

Sam Becker, State University of Iowa

C.R. Carpenter, The Pennsylvania State
University

William K. Cummings, Stephens College

Dean Thomas Clark Pollock, New York
University

Irving Merrill, Director of TV Research,
WKAR-TV, Michigan State University

Thomas A. Weir, Station KETC and St. Louis
Public Schools

Demonstration:

EXCERPTS FROM KINESCOPIES OF DIRECT
TEACHING PROGRAMS

Questions from the Floor

4:15 P.M. - ADJOURNMENT

To be followed by the Newcomers'
Reception of the Ohio State
Institute for Education by
Radio-Television

* * * * *

Program Committee:

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Gertrude G. Broderick
Leo A. Martin

Ticket Sales:

Arlene McKellar
Olive McHugh

Hospitality:

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A E R T

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